

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Language Resource Centers

CFDA # 84.229A

PR/Award # P229A180017

Grants.gov Tracking#: GRANT12660089

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P229A180017

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☐ New
☒ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

P229A140012

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Georgetown University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

53-019-6603

* c. Organizational DUNS:

0495158440000

d. Address:

* Street1:

37th and O Sts. N.W.

Street2:

* City:

Washington

County/Parish:

District of Columbia

* State:

DC: District of Columbia

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

20057-0001

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Rebecca

Middle Name:

* Last Name:

Hawkins

Suffix:

Title:

Senior Grants and Contracts Administrator

Organizational Affiliation:

Georgetown University

* Telephone Number:

202-687-5534

Fax Number:

202-687-4555

* Email:

rh1053@georgetown.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.229

CFDA Title:

Language Resource Centers

* 12. Funding Opportunity Number:

ED-GRANTS-052418-001

* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

13. Competition Identification Number:

84-229A2018-1

Title:

Language Resource Centers 84.229A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Proposal for the Assessment and Evaluation Language Resource Center

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="770,064.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="770,064.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Georgetown University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	94,380.00	95,667.00	96,993.00	98,358.00		385,398.00
2. Fringe Benefits	18,837.00	19,034.00	19,236.00	19,445.00		76,552.00
3. Travel	8,908.00	9,532.00	9,986.00	6,274.00		34,700.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	1,300.00	1,300.00	1,300.00	1,300.00		5,200.00
6. Contractual	2,000.00	2,000.00	1,000.00	1,000.00		6,000.00
7. Construction						
8. Other	54,244.00	54,544.00	54,902.00	53,416.00		217,106.00
9. Total Direct Costs (lines 1-8)	179,669.00	182,077.00	183,417.00	179,793.00		724,956.00
10. Indirect Costs*	13,403.00	11,074.00	10,401.00	10,230.00		45,108.00
11. Training Stipends						
12. Total Costs (lines 9-11)	193,072.00	193,151.00	193,818.00	190,023.00		770,064.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 05/26/2017 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): HHS

The Indirect Cost Rate is 55.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P229A180017

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Georgetown University	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Rebecca Hawkins	Senior Grants and Contracts Administrator
APPLICANT ORGANIZATION	DATE SUBMITTED
Georgetown University	06/25/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Georgetown University"/> * Street 1: <input type="text" value="37th And O Sts., N.W."/> Street 2: <input type="text"/> * City: <input type="text" value="Washington"/> State: <input type="text" value="DC: District of Columbia"/> Zip: <input type="text" value="20057-0001"/> Congressional District, if known: <input type="text" value="DC-001"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>		7. * Federal Program Name/Description: <input type="text" value="Language Resource Centers"/> CFDA Number, if applicable: <input type="text" value="84.229"/>
8. Federal Action Number, if known: <input type="text"/>		9. Award Amount, if known: \$ <input type="text"/>
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Rebecca Hawkins"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Rebecca"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Hawkins"/> Suffix <input type="text"/> Title: <input type="text" value="Senior Grants and Contracts Administrator"/> Telephone No.: <input type="text" value="202-687-5534"/> Date: <input type="text" value="06/25/2018"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Georgetown University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Margaret	T.	Malone	<input type="text"/>

Address:

Street1:	37th And O Sts., N.W.
Street2:	<input type="text"/>
City:	Washington
County:	<input type="text"/>
State:	DC: District of Columbia
Zip Code:	20057-0001
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="202-687-6334"/>	<input type="text"/>

Email Address:

<input type="text" value="malonem@georgetown.edu"/>

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

<input type="text"/>

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

The Assessment and Evaluation Language Resource Center

According to the recent American Association for the Advancement of Sciences report (AAAS, 2016), the ability to use more than one language is a critical 21st century skill that can benefit individuals, communities and the U.S. workforce. However, without robust data on language outcomes, valid and reliable language tests and useful approaches to language program evaluation, language instructors and students cannot determine if their goals are being met or even if their goals are reasonable. Language assessment and program evaluation are thus critical components to strong, well-executed language programs. However, there is a dearth of expertise on assessment among language instructors, a lack of tests available in many foreign languages, especially less commonly taught world languages. Thus, Georgetown University, together with its partners, the American Council on the Teaching of Foreign Languages and the Center for Applied Linguistics, proposes the Assessment and Evaluation Language Resource Center (AELRC) to facilitate useful assessment and evaluation practice to help foreign language educators innovate and improve their programs for the 2018-2022 cycle.

In carrying out its mission, the AELRC will focus on three interrelated aspects of U.S. foreign language education: underrepresented language, populations and institutions, student learning outcomes assessment and the Seal of Biliteracy. All projects will address the mandate to improve teaching and learning of foreign languages in the U.S. and will emphasize less commonly taught languages, heritage languages and languages designated as critical by the U.S. Department of Education. In addition, projects will directly address the needs of heritage language speakers and language learners who are members of minority groups, as well as the educators who work with these groups. The AELRC will promote best practices for assessment and evaluation in heritage, K-12, community college and higher education contexts.

The AELRC will have five major goals for the 2018-2022 cycle.

1. Enhance national capacity in language and intercultural communication assessment by developing assessment tools and providing professional development in their use, including developing C-tests, the Intercultural Pragmatic Interactional Competence Assessment and the ACTFL Assessment of Performance toward Proficiency in Languages.
2. Increase language educators' ability to conduct useful and accurate assessment in traditionally underrepresented language program settings through face to face and online professional development and with incorporation of research on the Seal of Biliteracy.
3. Improve the quality of professional development for language educators in LCTLs and underrepresented program settings by conducting research on the impact of assessment and related professional development on teaching and learning in these settings.
4. Enhance national capacity in language program evaluation by conducting research and providing professional development to foreign language educators from across languages and language program settings (community colleges, K-12 and heritage programs).
5. Enhance the capacity of all foreign language educators to conduct useful student learning outcomes assessment by disseminating research findings, examples of practice and training materials.

Because of its focus on assessment and evaluation, AELRC represents a unique resource for all languages and learning contexts. Based on its past successes and its proposed workshops, institutes, research, materials and outreach, the AELRC will have a positive impact on foreign language teaching and learning in the U.S.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

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To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

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PROGRAM NARRATIVE

1. PLAN OF OPERATION

Georgetown University, in partnership with the Center for Applied Linguistics (CAL) and the American Council on the Teaching of Foreign Languages (ACTFL), proposes to provide the Assessment and Evaluation Language Resource Center (AELRC) as part of the U.S.

Department of Education's Language Resource Centers Program for 2018-2022. Georgetown implemented the AELRC in partnership with CAL from 2014 to 2018; this proposal continues that partnership with the addition of the expertise and resources of ACTFL. This three-way partnership will give the proposed AELRC an exceptionally strong resource and support base.

1.a. Project Design

The primary mission of the AELRC is to facilitate useful assessment and evaluation practices that help foreign language educators innovate and improve their programs, ensure accountability to students and society, and articulate the value of foreign language studies in the world today. In carrying out this mission, the AELRC will focus on three interrelated aspects of foreign language education in the United States: underrepresented languages, populations, and institutions; student learning outcomes assessment; and the Seal of Biliteracy.

Languages, populations, and institutions that are underrepresented and underserved in language education. All AELRC projects will address the mandate to improve the learning and teaching of foreign languages in the United States and will emphasize less commonly taught languages (LCTLs), heritage languages, and languages designated as critical by the U.S.

Department of Education. Projects will directly address the needs of heritage language speakers and language learners who are members of minority groups, as well as those who teach them,

and will promote best practices for assessment for heritage, K-12, community college, and higher education contexts.

Student learning outcomes assessment. An important recent development throughout all levels of language education has been increased use of student learning outcomes assessment, a system of educational review and reform that aims to improve language teaching and learning by helping students, teachers, administrators, and parents (for K-12 students) understand progress in language, reflect on it programmatically, and use the information to improve teaching, materials, or curricula. Research has shown that this approach to assessment is effective as a means of educational improvement as well as an accountability measure associated with administration requirements and the needs of entities beyond foreign language programs. AELRC projects will promote the productive use of student learning outcomes assessment in foreign language programs, building on work conducted from 2014 to 2018 and focusing on the achievement of outcomes in U.S. foreign language contexts, including articulation between secondary and post-secondary education.

The Seal of Biliteracy. A national effort that has emerged in the past decade is the number of students tested to attain the Seal of Biliteracy. The Seal has had a profound impact on foreign language education in general and language testing in particular. Now implemented in over 30 U.S. states and the District of Columbia, the Seal is formal recognition of a high school graduate's proficiency in two or more languages. State and local efforts to award the Seal not only support foreign language learning but also aim to recognize students' heritage and non-classroom language learning. In some cases, students may use the results of testing for the Seal, usually indicated on their high school transcripts, for employment or recognition of their attainment in higher education. In this regard, the Seal presents a unique opportunity for

assessment and evaluation to play a role in increasing foreign language learning in the United States; identifying and recognizing the language resources that heritage speakers possess; and increasing students' understanding of their own language resources and the articulation between secondary and postsecondary language learning.

The AELRC is uniquely situated to investigate these impacts and help develop new measures to meet the requirements for the Seal. Detailed attention to assessment practices related to the Seal are important to ensure that the program is equitably implemented. States and school districts are currently relying on existing proficiency tests to make decisions about who should receive the award. In order to ensure that students who have learned languages outside of the classroom, especially heritage speakers of less commonly taught languages, are recognized, it is important to expand the existing range of tests. For example, high quality accessible proficiency tests in Navajo would help to ensure that bilingualism in English and Navajo is recognized for the Seal of Biliteracy. In the 2018-2022 cycle, the AELRC will guide language instructors at secondary and postsecondary levels in understanding how to use test results appropriately for maximum student benefit; explore how the Seal can support articulation between secondary and postsecondary language teaching and learning; and work with local education agencies, state universities, and community colleges (including one minority serving institution) to explore how the Seal and other assessment-oriented initiatives might provide a basis for an expanded vision of foreign language education that better serves students who have been traditionally underrepresented in foreign language classes, as well as those whose language skills have not been adequately recognized by foreign language teaching and assessment, especially heritage language users.

The proposed AELRC will pursue five goals over the four-year funding period. For each goal, each project will incorporate formative and summative evaluation, consistent with best practices in program evaluation and accountability as well as fulfilling IRIS (Instruments for Research into Second Languages) and GPRA requirements.

Project Goal 1. Enhance national capacity in language and intercultural communication assessment by developing assessment tools and providing professional development in their use for foreign language educators representing multiple languages (especially less commonly taught languages) and traditionally underrepresented language program settings. Pursuit of this goal will entail the development of three types of tests: C-tests, the Intercultural Pragmatic Interactional Competence Assessment, and the ACTFL Assessment of Performance toward Proficiency in Languages.

- C-tests: Since 2014, the AELRC has developed and piloted eight short-cut proficiency assessments, also referred to as C-tests. These instruments are useful for estimating global proficiency quickly and accurately with diverse populations (such as university, community college, high school, and heritage learners). Work in the 2018-2022 cycle will include finalizing the validation of the Mandarin C-test, developing and validating a C-test in Turkish, and improving the existing C-test in Russian. The AELRC will also develop a web-based system for sharing the instruments with the field, which will require users to sign a non-disclosure agreement and allow Georgetown to track usage. AELRC staff will conduct presentations at the Language Testing Research Colloquium and the East Coast Organization of Language Testers annual conference, as well as the American Association of Applied Linguistics. In addition, an edited volume published by Peter Lang on the development of short-cut proficiency estimates across multiple languages was released June 2018, and the

AELRC will highlight this volume in ongoing work. (Collaboration with the National Foreign Language Resource Center (NFLRC) and the Hub for Innovation in Less Commonly Taught Language Teaching.)

- Intercultural Pragmatic Interactional Competence Assessment: The AELRC will collaborate with the Center for Applied Second Language Studies to operationalize the developed and piloted version of an instrument for assessing intercultural communicative competence in Mandarin and Spanish that simulates real-life cultural situations and assesses students' cultural proficiency in responding to those situations. Project work will include field testing and operationalizing the assessment as part of the development of an intercultural communication simulation by the Center for Applied Second Language Studies. Other project work will include presentations at the ACTFL annual conference, a publication in a journal such as *Foreign Language Annals*, and publishing an interactive research database on intercultural communicative competence. (Collaboration with the Center for Applied Second Language Studies.)
- ACTFL Assessment of Performance toward Proficiency in Languages: Georgetown and ACTFL will work to identify the most critical languages to add to ACTFL's AAPPL assessment via census data and surveys of the field. This project will support future efforts to help students meet the Seal of Biliteracy. In Year 1, the AELRC will support efforts in Navajo (note that the funds allocated to ACTFL for AAPPL development are insufficient to develop a full AAPPL but will provide expert review and input). Dr. Nic Subtirelu will review census data and collaborate with various states, the National Heritage Language Resource Center, and the National Council of State Supervisors of Foreign Languages to

identify critical heritage languages to include in the AAPPL suite of assessments.

(Collaboration with the NHLRC, states, and NCSSFL.)

Project Goal 2. Increase language educators' ability to conduct useful, accurate language assessment, with a focus on LCTLs and teachers working in traditionally underrepresented language program settings. The AELRC will provide a series of face-to-face and online professional development opportunities in student learning outcomes assessment for language educators, focusing on making them available to and relevant for teachers in heritage programs, community colleges, and other underrepresented settings. In addition, the AELRC will incorporate research on the Seal of Biliteracy into these efforts and thus will be able to examine not only the effectiveness of formal language education, but also the impact of the Seal on less commonly taught languages and articulation from secondary to post-secondary contexts.

- Webinars: The AELRC will conduct short, one-hour webinars on C-test uses, development of the Intercultural Pragmatic Interactional Competence Assessment, and the Seal of Biliteracy. While the AELRC recognizes that day-long and multiple-day institutes and workshops support professional development best, staff also recognize that short webinars can introduce basic concepts and provide support to the field.
- East Coast Organization of Language Testers annual conference: The AELRC will support this conference, initiated in 2002, to provide a forum for the dissemination of high-quality, peer-reviewed research on language assessment to national educators, scholars, students, and other professionals. Pre- and post-conference workshops will be offered to enhance language teacher assessment literacy. Approximately 140 language testers participate annually, and post-conference evaluations reveal high satisfaction with the conference. (Collaboration with Interagency Language Roundtable and Educational Testing Service.)

- Summer Assessment Institutes: The AELRC will conduct one or more institutes annually on the basics of language assessment, rating oral proficiency assessments, and developing assessment tasks. Two summer institutes will focus on the Intercultural Pragmatic Interactional Competence Assessment and its uses for teaching intercultural communication in the classroom. The AELRC and the Center for Applied Second Language Study will each support a summer institute on assessing intercultural competence. Institutes are designed to be applicable to key constituencies such as K-12 teachers and community college and heritage language program instructors. To date, such institutes have served over 100 U.S. language teachers and instructors in K-12, community colleges and higher education, and the participant evaluations show that they are useful for participants. (Collaboration with CASLS, local education agencies, and community colleges.)
- Consortium on Useful Student Learning Outcomes Assessment: This entity will continue the annual *Consortium on Useful Assessment in Language and Humanities Education* as a vehicle to bring foreign language education stakeholders together and create opportunities for disciplinary dialogue on topics related to student learning outcomes assessment. Project work will include an annual summit on student learning outcomes assessment in college foreign language programs, with round tables on best practices, paper/poster sessions, and colloquia addressing student learning outcomes assessment in college foreign language education. The conference will take place at the University of Oregon in October 2018.
- Assessment: The Basics: This online course, delivered annually to 40 language instructors, helps educators understand the essentials of language assessment. Recruitment for courses during the 2018-2022 funding cycle will include targeted outreach to educators working in

community colleges and minority serving institutions. Metrics include tracking the number of participants in these two categories.

- Foreign Language Assessment Directory (FLAD): The AELRC updates and continually maintains this free, online, searchable directory of information about currently available language assessments (www.cal.org/flad), hosted by CAL. The FLAD also includes a free, web-based tutorial designed to support educators in selecting an assessment. The existing FLAD resources focus on university audiences; in 2018-2022, the AELRC will develop new web-based materials for heritage, K-12, and community college educators with information about how to use the FLAD to select assessments that meet their needs. (Collaboration with the National Heritage Language Resource Center, Montgomery County Community College, and other institutions.)

Project Goal 3. Improve the quality of professional development for language educators in less commonly taught languages and in underrepresented program settings by conducting research on the impact of assessment and assessment professional development on teaching and learning in these settings. Pursuit of this goal will entail three research and development projects.

- Expanding the Foreign Language Data Sharing System: The AELRC is developing a database (N=~1,200) of pre-rated simulated oral proficiency tests in seven languages from a previous study of pre- and post-study abroad students. If funded in the next cycle, the AELRC will support this effort by working with Georgetown graduate students, internal researchers, and external researchers to further anonymize the data for national research, transcribe it, and make it available for widespread use.
- Study of high-impact student learning outcomes assessment factors: The AELRC will conduct a study to identify the factors contributing to the use of the Seal of Biliteracy in a

variety of formal language programs as well as heritage language communities. Dr. Nic Subtirelu will conduct research to investigate national and local efforts to promote the Seal; the impact of the Seal on both enrollment in and articulation to foreign language courses in higher education; and the degree to which the Seal is accessible to groups whose existing language abilities often go unrecognized (such as heritage language users) or who have not been adequately represented in foreign language education (such as students of color). Methods will include analysis of data from national, state, and local agencies as well as stakeholder interviews, focus groups, and surveys. This research will lead to the development of recommended practices, procedures, and materials for ensuring that the Seal of Biliteracy is implemented in a way that expands opportunities for language study, promotes rigorous assessment of language skills, and effectively highlights the valuable skills that foreign language learners and heritage language users can offer to employers and institutions of higher education. Other outcomes will include presentations at conferences (including the ACTFL annual conference and the conference of the American Association for Applied Linguistics), and research publications in journals such as *Foreign Language Annals*. The AELRC will also develop a research into practice brief aimed at high school teachers, administrators and guidance counselors as well as parents of heritage language students. (Collaborators: Montgomery County Community College, the University of Georgia, the University of Connecticut, Glastonbury [CT] Public Schools, and the National Council of State Supervisors of Foreign Language.)

- Conducting and assessing the impact of professional development in student learning outcomes assessment with instructors in community colleges, minority serving institutions, heritage language programs, and instructors of less commonly taught languages. The AELRC

will investigate the impact of professional development in student learning outcomes assessment, as provided through ACTFL Oral Proficiency Interview training, on instructors in these contexts, including the apparent effects on language education and what activities might help or hinder the usefulness of student learning outcomes assessment in such contexts. Dr. Ann Aly of ACTFL will schedule four-day OPI workshops and work with Georgetown to conduct follow-on research on the influences of these workshops for teaching and learning, specifically curriculum development and assessment practices. Findings will lead to the development of recommended practices, procedures, and educational materials. Other outcomes will include presentations at the ACTFL annual conference and a publication in a journal such as *Foreign Language Annals*. (Collaboration with Montgomery County Community College, the University of the District of Columbia, the National Heritage Language Resource Center, and the Hub for Innovation in Less Commonly Taught Language Teaching.)

Project Goal 4. Enhance national capacity in language program evaluation by conducting research and providing training to foreign language educators representing multiple languages, including less commonly taught languages and language program settings (community colleges, K-12, and heritage programs). Program evaluation allows foreign language educators and administrators, Language Resource Centers, and others involved in promoting language learning in the United States to collect, analyze, and use appropriate data to make decisions about resource distribution, conduct periodic program reviews, reflect on federal accountability requirements, and provide ongoing quality assurance and improvement. Many times, program evaluation is perceived as a task imposed by administrators without a clear connection to supporting program outcomes. Furthermore, appropriate methods for evaluation in expanding

and innovative foreign language educational environments are lacking, and links are seldom made between evaluation and the improvement of program design, curriculum, materials, instruction, and other aspects of implementation.

The AELRC has worked with foreign language educators and administrators to increase knowledge about program evaluation so that they can engage in evaluation that leads to concrete, observable ways of understanding, improving, and ensuring foreign language program quality. In the 2018-2022 cycle, AELRC evaluation projects will focus on professional development, information dissemination, and programmatic needs.

- Survey of K-12 program evaluation needs: The AELRC will conduct a study of the national needs of K-12 programs to improve program evaluation. This national study will elicit input from teachers and administrators on their “evaluation literacy” and determine needs for this population going forward. The survey will include a questionnaire about participants’ perceptions of evaluation as well as the needs for such projects in their schools.
- Development of self-study materials: The AELRC will develop self-study language program evaluation materials. These materials will be reviewed by experts and subsequently piloted during the 2020 Summer Institute sponsored by the Center for Advanced Research on Language Acquisition, a sister LRC. The materials will be set up for online use so that language educators can plan their own formative program evaluation.
- LRC Evaluation: The AELRC and the National Foreign Language Resource Center will design and carry out a comprehensive mid-cycle formative evaluation. The AELRC will create the evaluation materials and pilot them with the NFLRC at the end of Year 2. As part of the pilot, the AELRC will provide expert assistance to the NFLRC in evaluation processes

and procedures. Based on the results of the pilot, the AELRC will revise and improve the materials to be generalizable to other LRCs.

- **Evaluation Institutes:** The AELRC will conduct one or more institutes biannually on evaluation for improvement of foreign language education, including training in program evaluation techniques and the exploration of evaluation as a means for curricular innovation and outcomes achievement. Institutes will be tailored to key constituencies such as K-12, higher education, heritage language, and technology-mediated programs.
- **Interactive research databases and other resources:** The AELRC will reconfigure the existing foreign and heritage language evaluation annotated bibliographies into interactive research databases and update their content. On its website, the AELRC will continue to provide provides resources, tools, and examples of useful language program evaluation; during 2018, these resources will be updated and expanded, with a focus on maintaining utility and making available evaluation-specific research briefs, research into practice briefs, frameworks, instruments, and protocols.

Project Goal 5. Enhance the capacity of all foreign language educators to conduct useful student learning outcomes assessment by disseminating research findings, examples of practice, and training materials. All projects will be described and reported to the public through monthly updates to the AELRC website, the annual *Bulletin*, research briefs in downloadable PDF format, and a new effort to translate research and development into short, one- to two-page research into practice briefs for language teachers. The AELRC website (aelrc.georgetown.edu), which receives over 17,000 unique hits annually, will continue to make resources developed from projects freely available for download and will establish procedures to make AELRC C-tests available free of charge to researchers, with safeguards for test security. All projects will include

measurable evaluation metrics to ensure accountability to AELRC's external evaluators, IRIS, and other reporting systems, as specified in section 4.0 and in Appendix D. In addition, all project outcomes will continue to be advertised via not only our website but also our popular Twitter handle and Facebook page. In addition, CAL and ACTFL will promote AELRC resources on their websites and email newsletters.

See Appendix D for quantified performance measures, activities, and data indicators for each goal set out year by year.

1.b. Management Plan

The AELRC will be managed to optimize collaboration among Georgetown, ACTFL, and CAL as well as with other partner organizations. The director, Dr. Margaret Malone, will guide all personnel and activities associated with the AELRC, directly oversee the program manager, and lead all research, development, and dissemination activities, including student learning outcomes assessment, language assessment development, and foreign language program evaluation. Yulkiana Delgado Gonzalez, the current AELRC program manager (.50 FTE administrative staff for AELRC and .50 at Georgetown Linguistics, where the AELRC is housed) will oversee day-to-day financial dimensions of AELRC, ensure coordination among the different projects, maintain the AELRC website, and oversee data collection for review by the external evaluator and for IRIS reporting. In addition, at least two graduate research assistants, funded as Linguistics Department fellows, will work at the AELRC each semester.

Dr. Malone will be supported by two associate directors. At CAL, Dr. Megan J. Montee will provide technical assistance for all projects and direct all CAL-initiated projects. In an equivalent position, Dr. Leah Graham will manage the ACTFL team, which will include Dr. Ann Aly for the Oral Proficiency Interview workshops and Dr. Camelot Marshall for

development of the ACTFL Assessment of Performance toward Proficiency in Languages.

Although Dr. Malone's primary role in the AELRC is at Georgetown, her position at ACTFL allows her to connect regularly with the AELRC ACTFL staff, including Drs. Graham, Marshall, and Aly. The long-standing partnership between CAL and Georgetown has resulted in seamless communication; Dr. Montee will meet regularly with Dr. Malone and the ACTFL staff. In addition to regular project meetings, the AELRC will host a monthly staff meeting at rotating partner locations to maintain communication and keep all project staff in close and regular contact and ensure that all projects are attaining their outcomes on time.

The AELRC's work on the Seal of Biliteracy will be led by Dr. Nic Subtirelu at Georgetown. With Dr. Malone, he will conduct research on the Seal's local and national impact. Dr. Subtirelu will also work with Dr. Camelot Marshall at ACTFL to identify languages and support development of additional ACTFL Assessment of Performance toward Proficiency in Languages tests to meet the requirements for the Seal of Biliteracy (one per year).

The AELRC will receive regular input and feedback from an outstanding international and domestic advisory board, consisting of representatives from major constituencies related to foreign language assessment and program evaluation, and it will be subject to cyclical formative and summative evaluation under the direction of the external evaluator.

Figure 1 depicts the management structure for the AELRC.

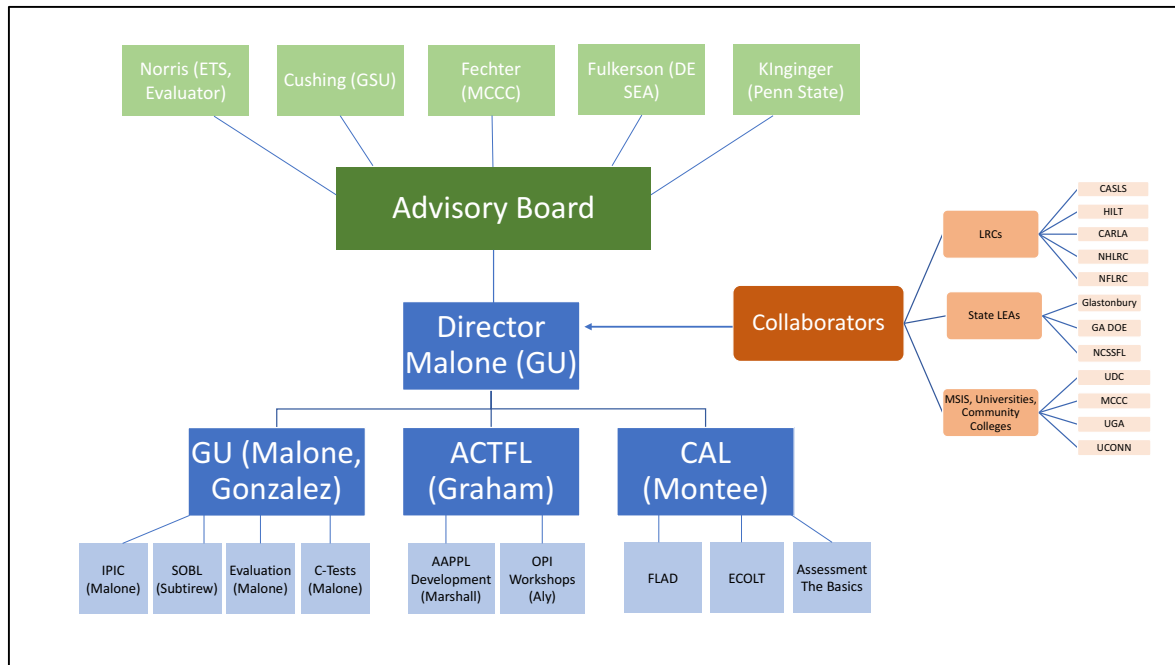


FIGURE 1. MANAGEMENT STRUCTURE FOR AELRC

1.c. Relationship of Project Goals to Purpose of Language Resource Center Program

The purpose of the LRC program, as stated in the application booklet, is to establish, strengthen, and operate “centers that serve as resources for improving the nation’s capacity for teaching and learning foreign languages effectively.” Assessment and evaluation are key elements in a comprehensive approach to language education that is accountable to the needs of learners, the values of scholarly disciplines, and the well-being of society. Assessment and evaluation also provide essential mechanisms for understanding, improving, and demonstrating the worth of foreign language education. The AELRC aims to provide leadership, scholarship, and outreach in the practices of foreign language assessment and program evaluation to foreign language teachers, program administrators, and researchers in diverse educational settings. In doing so, the AELRC will improve the nation's capacity for effective teaching and learning of foreign languages in several ways:

- By developing language proficiency assessments in less commonly taught languages, where such assessments are not available,
- By providing professional development workshops and resources on student learning outcomes assessment and program evaluation for teachers, administrators, and other language education professionals, particularly those in community colleges, minority serving institutions, and heritage language programs who have not traditionally had broad access to such resources, and
- By evaluating the outcomes and effectiveness of professional development workshops and resources as part of a process of continuous improvement.

The primary audiences for AELRC endeavors will include language teachers in K-12, higher education, and government settings; language program administrators responsible for quality assurance and accountability; and foreign language professional organizations. Through its research, development, and dissemination activities, the AELRC will thus strengthen the field at all levels in multiple ways.

1.d. How Applicant Will Use Resources and Personnel to Achieve Each Objective

In addition to the coordination among Georgetown, CAL, and ACTFL described in section 1.b above, the AELRC will leverage its relationships with other Title VI programs in order to maximize efficiency and impact. Partnerships have been established with the following institutions and organizations:

- Language Resource Centers: Center for Advanced Research on Language Acquisition, Center for Applied Second Language Studies, National Foreign Language Resource Center, National Heritage Language Resource Center, Hub for Innovation in Less Commonly Taught Language Teaching

- State Universities: University of Connecticut, University of Georgia
- State and local Education Agencies: Glastonbury (CT) Public Schools, the Georgia Department of Education, others to be recruited through the National Council of State Supervisors for Languages
- Community Colleges: Montgomery County Community College, University of the District of Columbia (a minority serving institution)

The ways in which the AELRC will collaborate with each of these organizations are detailed in section 1.a above.

1.e. Equal Access and Treatment for Members of Underrepresented Groups

With its emphasis on improving teacher preparation, assessing student outcomes, and improving foreign language programs, the AELRC recognizes that some populations are traditionally underrepresented in research on and outreach within foreign language education. The traditionally underrepresented groups include heritage speakers of less commonly taught languages such as Tamil and Navajo, and language learners and teachers in community colleges and minority serving institutions. In carrying out its proposed activities, the AELRC will actively seek to include members of these groups in two main ways:

- The AELRC and its partners will actively engage teachers from community colleges, minority serving institutions, and heritage language programs as participants in Oral Proficiency Interview workshops, summer institutes on student learning outcomes assessment and program evaluation, and other professional development opportunities. Professional development events will be held in locations that are convenient and accessible for these teachers; for example, of the four Oral Proficiency Interview workshops, one will take place on the campus of the University of the District of Columbia, one at Montgomery

County Community College, one at the National Heritage Language Resource Center at UCLA, and one at the Hub for Innovation in Less Commonly Taught Language Teaching at Michigan State University.

- The AELRC will study the degree to which the Seal of Biliteracy is accessible to those whose existing language abilities often go unrecognized (such as heritage language users) and to those who have not been adequately represented in foreign language education (such as students of color). It will seek to increase the availability of the Seal to these populations through specific assessment development activities focused on less commonly taught languages, and through a broader discussion with the field about expanding the field of foreign language education in ways that actively include these learners and those who teach them.

2. KEY PERSONNEL

2.a. Project director

Dr. Margaret E. Malone will continue as AELRC Director. She will oversee all projects and activities and coordinate the work of the institutional partners on student learning outcomes assessment, assessment development, and evaluation. Dr. Malone began at the AELRC in 2014 as co-director and has served as director since 2016. Under her leadership, the AELRC has met or exceeded every goal established for it; the result is an impressive body of professional development, research, test development and outreach. Dr. Malone holds a Ph.D. in Linguistics from Georgetown University and has taught graduate and undergraduate courses on language assessment, second language acquisition, study abroad, and language teaching methods. She has nearly 30 years of experience in developing tests and providing professional development to teachers on the use and development of tests and the impact of testing on teaching. She has

published extensively regarding language assessment and assessment literacy, including articles in peer-reviewed journals and book chapters. Dr. Malone is also the director of the Center for Assessment, Research and Development at ACTFL. From 2006 to 2016, she served as evaluator of the STARTALK summer programs to teach students languages critical to national security and provide professional development to current and aspiring teachers; in this role, she designed the initial and ongoing evaluation tools and conducted annual evaluations of student and teacher programs. She is currently director of a STARTALK program that investigates the influence of Oral Proficiency Interview workshops on language teaching and learning for language instructors in community colleges and higher education. Previously, she served as Associate Vice President for World Languages and International Programs at CAL. In that role, she was principal investigator for U.S. Department of Education projects investigating oral proficiency outcomes of students studying abroad and developing a computer-based oral proficiency test in Mandarin. Dr. Malone served as co-director of the National Capital Language Resource Center and currently serves on the advisory boards of several professional journals.

2.b. Other key personnel

Dr. Megan J. Montee will serve as associate director of the AELRC and project director for all CAL projects. She holds a Ph.D. in Applied Linguistics from Georgia State University and a Master of Arts in Teaching English as a Second Language from Georgetown. As a Senior Research Associate at CAL, she leads the research, development, and scoring of large-scale speaking assessments, specializing in the development of performance-based language assessments. During the 2014-18 funding cycle, Dr. Montee served as the acting assistant director for the AELRC, leading all of CAL's activities. She frequently presents at testing and

applied linguistics conferences and works extensively with educators, providing professional development and technical assistance about language assessment. Dr. Montee will support Dr. Malone in the day-to-day management of the AELRC and will lead the coordination of all outreach and professional development efforts.

Dr. Leah Graham (Ph.D., University of Texas at Austin) will serve as associate director of the AELRC and director of all ACTFL activities. Dr. Graham is the associate director of ACTFL's Center for Assessment, Research, and Development and has over 11 years of experience in university and government administration settings and eight years as a university-level language instructor. She is a certified Oral Proficiency Interview tester and has expertise in program evaluation and learning outcomes achievement. As a former associate dean of academic affairs at Broward College, a community college in Florida, Dr. Graham has extensive experience in providing professional development to community college faculty.

At ACTFL, Dr. Graham will be supported by **Dr. Ann Aly**, ACTFL Workshops and Certification Program Manager, and **Dr. Camelot Marshall**, Principal Assessment Specialist. Dr. Aly will coordinate the Oral Proficiency Interview workshops and conduct follow-on research with Dr. Malone and Georgetown researchers. Dr. Marshall will lead the process of expert review and input for the development of the ACTFL Assessment of Performance toward Proficiency in Languages in less commonly taught languages of heritage learners.

At Georgetown, **Dr. Nic Subtirelu** (Ph.D., Georgia State University), an assistant professor of Linguistics, will head up the student learning outcomes assessment and test development projects related to the Seal of Biliteracy. Dr. Subtirelu teaches undergraduate and graduate courses on second language acquisition, language teaching methods, and language policy, and his research explores the politics of language education, considering in particular how well

language education serves groups marginalized along lines of race and socioeconomic status. His most recent research explores whether initiatives such as the Seal of Biliteracy and dual language immersion benefit students classified as English language learners, students of color, and students from low-income households. Dr. Subtirelu has published extensively in peer-reviewed journals and other venues, and he is co-editor of a forthcoming book on race in dual language immersion. As part of the AELRC, Dr. Subtirelu will conduct research on the influences of the Seal of Biliteracy on high school students, teachers, and administrators. He will also conduct research to recommend new languages for the Seal, based on census data, community language school enrolment, and demand from the field. With Dr. Malone, he will work on efforts to investigate the articulation of the Seal from high school to university.

Collaborators. The AELRC will draw upon the expertise of Georgetown faculty members and staff as collaborators on specific projects. Key collaborators on program evaluation will be staff from the Center for New Designs in Learning and Scholarship, including Dr. Edward Maloney (acting executive director), Mindy McWilliams (assistant director for assessment), and Dr. Peter Janssens (associate director for instructional resources). Dr. Lourdes Ortega (Linguistics) will be the primary technical expert related to the development of short-cut estimates of language proficiency, given her extensive research on measurement in foreign language research. Drs. Peter Pfeiffer and Marianna Ryshina-Pankova (German) will contribute leadership and expertise in relation to the Consortium on Useful Assessment in Humanities Education, in addition to their ongoing participation in foreign language program evaluation outreach projects. Dr. Alison Mackey (Linguistics) will advise on the research briefs and research into practice briefs, given her experience in translating complex concepts in applied linguistics to non-technical audiences.

Evaluator. Dr. John Norris will serve as the AELRC’s evaluator and a member of the advisory board. Dr. Norris is Principal Research Scientist and Senior Research Director in the Center for English Language Learning and Assessment at Educational Testing Service (ETS), where he manages research on English language teaching, learning, and assessment. Prior to joining ETS, he was a professor at Georgetown University, where he was founding director of the AELRC. He also worked as a professor at the University of Hawai‘i at Mānoa and as an assessment specialist at Northern Arizona University. His research has focused on language education, assessment, program evaluation, and research methods, and he has published widely on foreign language education in the United States, including recent books *Innovation and accountability in foreign language program evaluation*, *Student learning outcomes assessment in college foreign language programs*, and *Developing C-Tests for estimating proficiency in foreign language research*.

Advisory Board. In addition to Dr. Norris, the advisory board for the AELRC will consist of four members who are all experts in assessment and evaluation in relation to distinct foreign language educational contexts:

- Dr. Sara Cushing (Weigle), Professor of Applied Linguistics at Georgia State University and Senior Faculty Associate for Assessment of Student Learning Assessment and Accreditation in the Office of Institutional Effectiveness.
- Dr. Celeste Kinginger, Professor of Applied Linguistics and French at Pennsylvania State University, where she teaches courses in second language education, research methods, and French.

- Dr. Sharon Fechter, Dean of Humanities and Professor of Spanish at Montgomery County Community College and associate editor of the journal *Hispania*.
- Dr. Gregory Fulkerson, Director of the Language Acquisition Workgroup in World Languages and International Education for the State of Delaware, and previously Formative Assessment Education Specialist for the State of Maryland Department of Education.

2.c. Key personnel time commitments

Dr. Malone will devote 40% of her time to AELRC activities year-round. At present, Dr. Malone's salary is shared between the Georgetown Linguistics Department and the AELRC; this arrangement will continue during the second cycle. Dr. Subtirelu will devote 20% of his time to the AELRC and will be compensated via one month of summer salary. Associate Director Montee will devote approximately 10% of her time to the AELRC. Drs. Graham and Marshall will contribute their time in-kind, and Dr. Aly will spend 5% time in addition to workshop planning to integrate the results of OPI research into workshop re-development.

2.d. Nondiscriminatory employment practices

The three institutions that provide the AELRC and carry out its activities are all equal opportunity employers that prohibit discrimination against any person on the basis of race, color, religion, national origin, age, handicap, veteran status, or sexual orientation. Georgetown, ACTFL, and CAL actively encourage applications from minorities and members of traditionally underrepresented groups in all publicly posted employment opportunities. The AELRC director and associate directors are all women, and one is a woman of color.

2.e. Relevant training and experience of key personnel

The AELRC director and associate directors are leaders in language assessment and evaluation with expertise in intercultural communication, test development, quantitative and qualitative research, and professional development. In addition, they have extensive experience in teaching, teacher training, curriculum and materials development, assessment, program evaluation, and other areas relevant to foreign language teaching and learning and have served as project directors, senior advisors, principal investigators, and supervisors at their current and previous organizations; taken together, their expertise pertains to all aspects of foreign language assessment and evaluation. Dr. Malone has nearly three decades of experience in foreign language assessment and program evaluation at K-12, post-secondary and government levels. Dr. Graham has over two decades of experience in program evaluation and teacher training in government and post-secondary, while Dr. Montee has nearly 15 years of test development, program evaluation and professional development experience with K-12 language teachers. They are all recognized professionals in the field. Drs. Aly and Marshall have extensive experience in their respective fields (language curriculum design and test development). Finally, Dr. Subtirelu has lead one of the few projects focused on the Seal of Biliteracy and equity issues. All have relevant training and experience to lead the project.

3. BUDGET AND COST EFFECTIVENESS

3.a. Adequacy of budget

The AELRC budget will maximize efficiency through the use of existing resources and institutional support from Georgetown, ACTFL and CAL. Additionally, the AELRC will expand its impact at minimal cost through strategic collaboration with other LRCs on specific projects and activities.

Institutional support. Georgetown, ACTFL, and CAL will provide substantial support and resources for the AELRC. Dr. Malone's salary will be shared between the AELRC and Georgetown, and Associate Director Graham (ACTFL) will contribute in-kind. Physical space will be made available by all three institutions for project activities, and essential equipment and technology capacity will be provided. The development and hosting of websites and other multimedia activities will be facilitated by the Georgetown Center for New Designs in Learning and Scholarship as well as staff at CAL. Another major source of support will come from the availability of well-trained graduate research assistants from Georgetown. At least two full-time research assistants (15 hours per week) are guaranteed by the Linguistics Department during the academic year, and in practice, more are often assigned. For example, in 2018, 3.5 RAs were awarded at no cost to the AELRC. The AELRC has a large office with computers, telephone and desk space free of rent costs.

Coordination and collaboration. The AELRC will maximize the reach of its activities by combining an assessment and evaluation focus with the settings and projects of other LRCs as well as key institutional partners. For example, the Center for Advanced Research on Language Education will provide funding for travel and expenses for one summer institute, and the Center for Applied Second Language Studies will provide virtual learning environments for the development of the Intercultural Pragmatic Interactional Competence Assessment. Similarly, the AELRC will work with the University of the District of Columbia and Montgomery County Community College on professional development and resource development projects; the proximity of these programs will reduce the costs of this work while providing access to broader constituencies of community colleges and minority serving institutions. In addition, through its strategic location and interactions, the AELRC will be able to coordinate a focus on assessment

and evaluation across the other LRCs and to develop and disseminate evaluation tools for their use in responding to accountability requirements and making formative-feedback-based improvements.

3.b. Reasonableness of costs

Given the institutional support and collaborative engagement in projects described above, the proposed budget maximizes investment in the expertise required to accomplish AELRC's ambitious objectives and the time required of directors, staff, and participants in making project activities happen. Salaries are based on current salary estimates plus fringe requirements for the corresponding Georgetown faculty/staff classifications, with a 3% annual estimated escalation factor. Salaries include 1/2 of the director's 40% salary and one month of summer salary, calculated at 1/10 annual salary. Additional compensated Georgetown staff include a general program manager at 50% FTE. The program manager will support AELRC's daily operations, including working with the Office of Sponsored Programs, the U.S. Department of Education, and ACTFL and CAL's Finance Offices; managing communications; and overseeing additional staff. A graduate research affiliate will update the website, provide regular social media updates on Twitter and Facebook, and support research activities for approximately 15 hours per week and in the summer. Salary provisions are made for an annual graduate student intern at CAL, who will be paid for 15 hours of work at \$18/hour for 40 weeks each year.

The budget includes travel costs for Dr. Subtirelu to participate in the annual meeting of the Language Resource Center Coordinators and Directors, hosted in conjunction with the annual ACTFL convention. The conventions will be held in New Orleans, LA, in 2018, Washington, DC, in 2019, Chicago, IL, in 2020, and San Antonio, TX, in 2021. Cost estimates reflect the average economy class airfare, 4 days/nights hotel and meals, and

local transportation costs for these destinations. Dr. Malone's travel will be covered by ACTFL. Travel is also included for two face-to-face meetings of the five-member advisory board (over the four-year grant) in Washington, DC, as well as for the external evaluator, in order to provide regular external feedback on all AELRC activities.

Based on similar projects, the budget estimates \$1,000 per year for office supplies, including the basic requirements for setting up and maintaining a functional office.

The project will incur several types of consultant costs, all including 6% annual escalation costs. The first will be costs for one Oral Proficiency Interview workshop per year, expert review of ACTFL test items, and 5% of Dr. Aly's time to elicit and incorporate feedback on Oral Proficiency Interview workshops. The second will be the AELRC associate director at CAL, who will take primary responsibility for the assessment focal theme, and generally consult on all aspects of AELRC; the costs estimated are consistent with those for similar projects. In addition, the budget provides for an annual honorarium for the external evaluator.

Another component of the budget is funding to support research participant compensation for data collection associated with assessment and evaluation development and validation projects, with an estimated \$30/participant and approximately 160 participants annually.

4. EVALUATION PLAN

4.a. Evaluation plan

Evaluation of the AELRC will be done both holistically and by project progress, outcomes and dissemination. The evaluation plan is designed to respond to the diverse needs of intended users (the U.S. DOE, AELRC staff and participants, foreign language educators, and the public at large) by utilizing formative and summative evaluation models, each of which will involve qualitative and quantitative data and be guided by an external evaluator.

As a key starting point in useful and objective evaluation, an external evaluator, Dr. John Norris, will be contracted to serve over the four-year cycle as facilitator of the AELRC evaluation. Dr. Norris is a founding director of the AELRC and currently Senior Research Director and Principal Research Scientist at the Educational Testing Service.

Dr. Norris will advise on identifying high priority evaluation questions to explore the efficacy of the AELRC and each project, distinguishing meaningful and trustworthy indicators to define the effectiveness of delivery and the impact of each project. connecting the manner of reporting evaluation findings to maximize their usefulness, and supporting AELRC staff in ongoing improvement of AELRC endeavors. The evaluator will also coordinate the activities of an advisory board composed of nationally recognized foreign language scholars and practitioners, each of whom will conduct ongoing and thorough reviews of the implementation and outcomes for projects in their area of expertise, with the intent of providing a “sounding board” to reflect on project successes and aspects in need of improvement.

Although each of the AELRC project areas designates key objectives as targets for evaluation data collection (see Appendix D), these measures are more quantitative in nature than qualitative. Thus, the expert review process will further focus the evaluation on qualitative measures, including both objective and external examinations of the quality, relevance, and usefulness of all products and activities (consistent with GPRA regulations) relative to the AELRC’s mission and the larger LRC mission. The evaluator and advisory board will meet twice in person and twice virtually. During the initial meeting, to be held in January 2019, the evaluator, the advisory board, and AELRC staff will review the performance measures the AELRC has established; specify evaluation questions; further identify relevant indicators; develop data collection methods; and establish a timeline of evaluation activities for the remainder of the grant cycle. In addition, the

advisory board will review the plan of operation, evaluation plan, and project activities being conducted and will provide feedback on ways to immediately improve the AELRC's activities.

The AELRC will hold a second, virtual meeting in October 2019 to review data collected to date and advise on the further improvement of completed projects and those underway. A third, face-to-face meeting will be conducted in October 2020 to reflect on progress at the halfway point in the 4-year cycle. A fourth virtual meeting will be held in December 2021 to summarize data collected throughout the grant cycle.

The evaluator and advisory board members will also maintain contact with the project director and AELRC staff throughout, to receive and review documents, data, and plans and to offer feedback on implementation as individual projects progress. The evaluator will meet with the AELRC director and staff in person each year to provide ongoing feedback and support.

4.b. Methods of evaluation

AELRC evaluation efforts have been designed to achieve three main evaluative purposes: formative, or using evaluation to maximize and improve AELRC outreach, training, and research activities; summative, or using evaluation to judge the degree to which AELRC has met its objectives; and accountability, or determining the extent to which AELRC has met its mission for national stakeholders such that the investment of public resources in AELRC activities is justified. AELRC evaluation questions and approaches have been developed to support these broad purposes and to illuminate the degree to which the AELRC meets its objectives. Consistent with professional evaluation practice, the AELRC emphasizes that high-quality evaluation questions and uses are central to effective evaluation, and their likely usefulness for program stakeholders is increased when relevant parties have input into their creation. In addition to broad evaluation questions targeting overarching AELRC impacts and performance, evaluation efforts

will be guided by high-priority sub-questions and uses that focus on the effectiveness and usefulness of specific projects or activities.

Key deliverables from this overarching evaluation approach and framework will include an initial report from each reviewing advisory board member on recommendations for maximizing the value of specific AELRC projects; a specific plan for subsequent data collection in response to high priority questions about each project (due February 2019); an interim report on successes and needed improvements to date (due November 2020); an annual report from the evaluator on project progress; and a final summation of evaluation activities, findings, and recommendations for applying findings to the ongoing delivery of high quality foreign language projects (due June 2022). The evaluator will synthesize the substance of these reports and primary indicators of project implementation and impact and provide annual reports in a manner consistent with the IRIS system. The AELRC program manager will communicate the results via IRIS reporting responsibilities for LRCs. The AELRC’s evaluation framework will also employ LRC GPRA measures by tracking the percentage of successful LRC products and activities, as judged by LRC consumers and stakeholders, and by assigning the advisory board and the external evaluator to judge the success of AELRC products and activities. Table 1 provides details on the AELRC’s evaluation approach.

TABLE 1. AELRC EVALUATION QUESTIONS AND APPLICATIONS

Timeline	Evaluation Question	Application
Initial evaluation meeting (January, 2019)	To what extent do AELRC objectives respond to high-priority language education needs of U.S. foreign language educators and the public at large?	Revise objectives and performance measures based on evaluation findings to meet the AELRC’s mission and the needs of diverse U.S. foreign language educator groups.
	To what extent do AELRC activities support the program priorities of the	Revisit and revise recruitment for research projects and outreach

Timeline	Evaluation Question	Application
	LRCs (heritage language learners, community colleges and minority serving institutions)?	efforts to ensure that these communities are benefitting from the AELRC's activities.
	To what extent does the AELRC structure of intended projects and activities enable AELRC to achieve its objectives?	Revise and supplement activities and projects as appropriate to better meet AELRC objectives.
	To what extent is AELRC evaluation capacity sufficient for undertaking high-quality, useful evaluation activities throughout the four-year grant term?	Adjust the AERLC evaluation framework/plan and resources to meet AELRC objectives.
Annually	To what extent is the AELRC continuing to meet its goals?	Re-examine goals and revise annually to ensure that progress is being made.
	Which aspects of the AELRC are thriving? Which need more attention?	Revise activities and determine whether they are meeting the timeline and goals of each project.
	What human and financial resources are being used? What human and financial resources could be re-directed to support activities?	Re-direct financial and human support to ensure that activities are being carried out on schedule.
Mid-term (October 2020)	To what extent are AELRC dissemination, research, and training activities meeting mid-term quantitative and qualitative performance targets?	Define the extent to which AELRC is meeting its objectives at the mid-point of the grant term.
	What changes are needed to AELRC activities, strategies and human resources to better meet AELRC objectives?	Make adjustments to—and create new or delete unneeded—AELRC projects and activities to better meet AELRC objectives.
	To what extent are AERLC evaluation activities successfully enabling AELRC stakeholders to understand and improve AELRC outreach, research, and training activities?	Revise and improve AELRC evaluation strategies as appropriate to increase capacity to support AELRC activities and performance.
Final evaluation (June 2022)	To what extent have AELRC professional development activities enhanced the capacities of U.S. foreign language educators to engage in student learning outcomes, useful	Demonstrate the impact, relevance, and usefulness of AELRC outreach and research activities using quantitative and qualitative

Timeline	Evaluation Question	Application
	evaluation, and better understanding of the Seal of Biliteracy?	evidence.
	To what extent have AELRC research activities enhanced understanding of assessment, evaluation and student outcomes?	<p>Justify the expenditure of public funds in support of AELRC and its role in furthering national language education goals.</p> <p>Review and revise future AELRC strategies and objectives in furthering national language education goals</p>
	To what extent have AELRC self-educational materials and tools enhanced the capacities of U.S. foreign language educators to engage in useful evaluation, student learning outcomes assessment, and high-quality assessment?	
	To what extent have AELRC dissemination activities increased the capabilities of U.S. foreign language educators to engage in useful evaluation, student learning outcomes assessment, and high-quality assessment?	

5. ADEQUACY OF RESOURCES

5.a. Facilities

The proposed collaboration among GU, ACTFL and CAL offers extensive resources in support of the AELRC. Each institution is a leader in foreign language teaching, learning and assessment and brings with it a lengthy history of researching, supporting, and promoting foreign language education, and each offers substantial intellectual, administrative, and physical resources.

Georgetown. Established in 1789, Georgetown is one of the oldest and most prestigious institutions of higher education in the United States. Among its many leading programs, the university is known for those with an international focus and degree programs that emphasize global understanding, intercultural awareness and competence, and foreign language proficiency.

Georgetown also offers certificate programs that combine language and regional studies, and the university hosts the National Resource Center on the Middle East and the Initiative for Multilingual Studies. The Faculty of Languages and Linguistics offers a full academic program in foreign language, cultural, and literary studies; undergraduate majors are available in 11 languages, and coursework is available in 11 others. Georgetown also hosts the Center for New Designs in Learning and Scholarship, which works to encourage excellent teaching practices with the latest educational technology.

ACTFL. The American Council on the Teaching of Foreign Languages is the major national association of foreign language professionals dedicated to promoting and fostering the study of languages and cultures as an integral component of American education and society. ACTFL provides leadership for the improvement of teaching and learning at all levels of instruction in all languages through programs and projects that range from those influencing educational policies at the national level to those furnishing practical assistance to classroom teachers. ACTFL staff and consultants provide a wide range of experience and expertise, including teaching experience at all instructional levels in both academic and corporate settings, instructional materials development, and the development and provision of language proficiency assessments.

CAL. The Center for Applied Linguistics is an established leader in language education and assessment. With a mission focused on language and culture, CAL accomplishes its goals through research, information collection, and analysis; teacher training and materials development; and publications and conferences. It also serves as a liaison among public and private sector institutions, professional organizations, and government agencies. CAL's staff is multidisciplinary and multilingual and has broad experience and expertise in language teaching and assessment and program design and evaluation. In addition, CAL operates

centers that build repositories of information for the field, including the Alliance for the Advancement of Heritage Languages and the Language Policy Research Network. In collaboration with Georgetown University and the George Washington University, CAL has 24 years of experience operating the National Capital Language Resource Center and the National Foreign Language Resource Center, with projects in materials development, language assessment, best practices in language education, and information dissemination.

5.b. Equipment and Supplies

Georgetown will support the AELRC by providing physical facilities, computers and other equipment, and administrative staffing. The AELRC has a large office within the Linguistics Department with several desks, desktop computers, printer, telephone and meeting space for staff and graduate students. The university's technology resources, including the language labs, technology classroom, and consultation and development space, will also be available for AELRC use. The latter provides equipment to digitize, edit, and compress video and audio for online delivery, scan images and text, produce digital video recordings, and create learning materials and environments.

The department's administrative office has standard office equipment that will be made available to support the administration of the project. The campus has videoconferencing facilities that can be used by the project as needed, and the university has extensive webhosting services available for wikis, blogs, websites, and other dissemination tools. All AELRC staff will have a Georgetown account with full access to computing resources and support available through University Information Services.

CAL will provide workstations for the Associate Director and assessment specialist as well as for one research intern from Georgetown. CAL will also offer a full range of services and

facilities to support project operations, including conference space, administrative support, project accounting, materials preparation/processing facilities, and IT services.

6. NEED AND POTENTIAL IMPACT

The need for fluent language speakers in the United States is critical. Although the most recent Modern Language Association survey indicates that enrollments have decreased in post-secondary education in many languages, the need for fluent speakers of languages in the U.S. workforce has escalated. According to a 2017 survey by the New American Economy, the need for fluent speakers in the workforce doubled between 2010 and 2015; the need for speakers of Mandarin and Spanish increased by 150 percent. Similarly, according to a 2016 American Academy for Arts and Sciences study, the United States needs to work with heritage speakers of languages to meet the demand for fluent speakers in the workforce. The same study also highlighted that supporting the teaching and learning (and thus the assessment) of Native American languages is critical. The AELRC will address these and other language needs by giving language teaching professionals tools and guidance in understanding language learning, language assessment, and the kind of language students need to communicate and succeed in the workforce.

6.a. Need for materials/activities in project focus languages

Developing, selecting, using and analyzing the results of reliable and valid assessments in useful and accurate ways represents a need for the K-16 foreign language field. There is a stated need to enhance the national capacity in language assessments for foreign language educators in less commonly taught and underrepresented languages, and to disseminate research and information about such assessments to the field. The AELRC's focus on developing and supporting the

development of language and intercultural communication instruments has been and will continue to be an important part of its mission.

From 2014 to 2018, the AELRC developed C-tests in eight languages and collaborated with the Center for Applied Second Language Studies on the development of a first version of an intercultural communication assessment, the Intercultural Pragmatic Interactional Competence Assessment. In the next cycle, the AELRC's assessment development activities will focus on several languages in which assessments and professional development in assessment use are needed.

- C-tests will be released in Mandarin, Russian, and Turkish. These short-cut assessments are useful for estimating global proficiency quickly and accurately with diverse populations, such as university, community college, high school, and heritage learners, allowing for rapid initial placement. The three C-tests to be developed will meet a need in these three increasingly popular less commonly taught languages, where no comparable short-cut assessment is available.
- In collaboration with the Center for Applied Second Language Studies, development of the Intercultural Pragmatic Interactional Competence Assessment in Mandarin and Spanish will be completed and related professional development for teachers will be developed. Currently no intercultural communication assessments are available in any specific language; thus both of these assessments will meet a need.
- The AELRC will also collaborate with ACTFL on development of ACTFL Assessment of Performance toward Proficiency in Languages tests in four less commonly taught languages, beginning with Navajo. The AELRC's work will include research and support for item rendering and expert review. In 2017, over 425,000 AAPPLs were administered, and school

districts regularly request AAPPLs in additional languages, especially in Native American languages, Hebrew, Polish, and other less commonly taught languages that lack sufficient students and resources to support the rigorous test development and administration procedures that ACTFL applies to all languages. The four new tests to be developed by the AELRC and ACTFL will thus meet a stated need and will provide a mechanism that will permit K-12 heritage language speakers to qualify for the Seal of Biliteracy. After Navajo, the three additional languages for assessment development will be determined through a review of languages for which tests are needed.

6.b. Use of proposed materials throughout the United States

In addition to new test development efforts, the AELRC will continue to provide workshops, webinars, online courses, and summer institutes on foreign language assessment designed to meet the needs of diverse foreign language educators.

Developing assessment literacy is an ongoing professional need for foreign language educators at all levels; such knowledge is a prerequisite for test development. A primary challenge for foreign language educators is developing assessment capabilities when they lack information and training on best practices. One historical role of LRCs in general and the AELRC in particular has been to supply instruments and training to enable foreign language educators throughout the country to select, develop, implement, and use the results of assessment in different settings for various purposes across different audiences.

From 2014 to 2018, the AELRC's activities to provide professional development on assessment have included the online course *Assessment: The Basics*, with over 150 participants to date, as well as six workshops and institutes focused on assessment (N=130) and a webinar co-sponsored with the National Foreign Language Resource Center. The AELRC has also

continued to sponsor the annual East Coast Organization of Language Testers conference (N=530), cosponsored with the Interagency Language Roundtable. The response to the AELRC's offerings shows the need for its work.

In addition to these efforts, the AELRC has identified two additional valuable efforts. The first is Oral Proficiency Interview workshops, which give language instructors professional development on proficiency assessment with a focus on classroom practice and implications. The AELRC sponsored two registrations in 2017 and reviewed over 30 applications. Thus, this training represents a significant need for the K-16 language community. In addition, since the founding of the AELRC, the Seal of Biliteracy has emerged as a new effort in foreign language teaching, learning, and articulation in the United States, and its influences, impacts, and outcomes need to be studied. Thus, the AELRC will continue existing outreach and professional development via workshops and institutes, new webinars, and the online *Assessment: The Basics* while adding support for at least one annual OPI workshop that focuses on different populations (MIS, community college, heritage learners and LCTLs), conducting research on the effects of the Seal of Biliteracy on enrollment and articulation in U.S. universities, including a case study at the University of Connecticut, and exploring the impact of the OPI on the audiences served. All efforts will support assessment training and professional development for foreign language educators across multiple languages and contexts in order to increase abilities to conduct useful, accurate assessment and all opportunities and outcomes will be disseminated via our website, Twitter, and Facebook page, and through scholarly articles, research briefs, and research into practice briefs to meet the needs of different audiences.

6.c. Contribution to strengthening programs of foreign language study in the United States

Within the LRC context, the AELRC provides a unique research, development and outreach agenda by supporting language educators in conducting useful language assessment, identifying and developing appropriate language assessments, and working toward continuous improvement through useful program evaluation. In recent years, the demands for useful language assessment and evaluation instruments and professional development from K-12 schools, community colleges, and four-year university programs have increased; foci include professional development, program improvement, and accountability. The needs are vast; an examination of the AELRC's performance measures from the 2014-2018 cycle shows high levels of demand for AELRC resources, research outcomes, and outreach activities from the K-16 foreign language field. For example, in 2016 alone, the AELRC's website had over 17,000 unique visitors. Evidently, the AELRC's work is both needed and valued.

In addition to strengthening programs of foreign language study through the assessment development and teacher professional development activities described in sections 6.a and 6.b, in the upcoming cycle the AELRC will contribute to the growth of successful foreign language instruction in two additional areas: program evaluation and the Seal of Biliteracy.

Program evaluation: The AELRC has a strong tradition in program evaluation, specifically in less commonly taught languages; as noted in its initial 2014 application, support and outreach efforts in this area have historically focused on commonly taught languages. Program evaluation allows language educators to systematically investigate their educational practices and change them for the better. Despite a prevailing view that evaluation is primarily an imposed process of external judgment, the AELRC adopts the principle that evaluation is a

systematic mode of empirical inquiry during which information about how a program functions is collected for different purposes, including to understand and improve the program, to judge program quality, to hold the program accountable, and to empower evaluation participants. Contemporary research illuminates how evaluation can be conducted productively and looks for contextual and methodological factors within organizations that seem most associated with useful evaluation activity. Such factors and program elements are termed “evaluation capacity” (that is, evaluation knowledge and skills, resources, implementation quality, facilitative leadership, productive teamwork); where there is robust evaluation capacity within an organization, research suggests there is a greater likelihood for productive evaluation practice.

The burden of program evaluation often falls on teachers and administrators who may lack the needed resources, support, and capacity to conduct such work. When evaluation functions usefully and productively, it serves as an agent of reform, as demonstrated by AELRC’s outreach, research and professional development. Since 2014, AELRC has conducted four research studies, eight conference presentations, 14 evaluation case studies, and seven faculty professional development sessions (these numbers do not include Year 4 of the project). These activities have been rated an average of 3.65 on a four-point Likert scale that measures the effectiveness and usefulness of AELRC workshops and institutes as perceived by participants. Of equal importance, over 155 K-16 language instructors have participated in AELRC workshops and related professional development efforts; this participation rate alone shows the need for and interest in professional development in language program evaluation, as well as its critical importance. In addition to the high ratings, participants have provided thoughtful comments that describe the positive influences of the workshops on current and future work.

Seal of Biliteracy: Since 2014, the Seal of Biliteracy has become an integral part of the K-12 and postsecondary foreign language assessment context. The Seal, now active in over 30 U.S. states and the District of Columbia, is a recognition of a high school graduate's proficiency in two or more languages. State and local efforts to award the Seal not only support foreign language learning but also aim to recognize students' heritage and non-classroom language learning. In some cases, students may use the Seal of Biliteracy, usually indicated on their high school transcript, for employment or recognition of their attainment in higher education. In this regard, the Seal presents a unique opportunity for assessment and evaluation to play a role in increasing foreign language learning in the United States and identifying and recognizing the language resources that heritage speakers possess, as well as how students understand their own language resources and the articulation between secondary and postsecondary language learning.

The number of students tested to attain the Seal of Biliteracy has had a profound impact on both foreign language education and language testing, but little has been done to study this impact. In addition, the need for ACTFL assessments such as the ACTFL Assessment of Performance toward Proficiency in Languages, and professional development in established assessments such as the Oral Proficiency Interview, has become more critical because both meet the requirements of the Seal of Biliteracy in most states.

The AELRC is uniquely situated to investigate these impacts and help develop new measures to support attainment of the Seal of Biliteracy. Detailed attention to assessment practices related to the Seal are important to ensure that the program is equitably implemented. States and school districts are currently relying on existing proficiency tests to make decisions about whom should receive the award. In order to ensure that students who have learned

languages outside of the classroom, especially heritage speakers of less commonly taught languages (LCTLs), are recognized, it is important to expand the existing languages in which tests are available. For example, high quality, accessible proficiency tests in Navajo would help to ensure that bilingualism in English and Navajo is recognized for the Seal of Biliteracy.

In the 2018-22 cycle, the AELRC will work with local and state education agencies, state universities, and two community colleges, one of which is a minority serving institution, to conduct national research and case studies to explore how the Seal of Biliteracy and other assessment-oriented initiatives might provide a basis for an expanded vision of foreign language education that better serves students who have been traditionally underrepresented in foreign language classes (for example, students of color), as well as those whose language skills have not been adequately recognized by foreign language teaching and assessment, especially heritage language users.

7. LIKELIHOOD OF ACHIEVING RESULTS

The AELRC has a high likelihood of achieving its expected outcomes because it will build upon a foundation of four years of experience in Student Learning Outcomes Assessment (including research studies, professional development efforts, conferences, and online materials), test development (including eight C-tests and a pilot of the Intercultural Pragmatic Interactional Competence Assessment), and evaluation (including several case studies, an evaluation of community college foreign language programs, and a book on program evaluation). The AELRC has met or exceeded every goal in its performance measure standards for 2014-2018 under Dr. Malone's guidance.

Since the AELRC was founded in 2014, its contributions have been substantial, building on decades of experience in evaluation and assessment as well as a long-established collaboration

between Georgetown University and the Center for Applied Linguistics. The AELRC has developed new assessments (such as C-tests), worked with its sister LRC the Center for Applied Second Language Studies on an intercultural assessment, and conducted cutting-edge research on language assessment and program evaluation. It has also worked to increase the capacity of K-16 language educators to conduct high quality language assessment and evaluation through workshops, institutes, multimedia materials and conferences.

The AELRC's approach to high quality project design is based on best practices in research, assessment development, evaluation, and professional development and has been honed by feedback its staff have elicited and analyzed from participants, experts, and the AELRC Advisory Board over the past four years. As demonstrated by the volume of participation in its workshops and conferences, requests for support, and positive responses to its work, the AELRC has become the “go-to” LRC for language assessment and evaluation.

The AELRC represents three highly effective and influential partners. The combined personnel and physical and intellectual resources, as well as the populations with which each of the three organizations work, make the AELRC extremely well-positioned to achieve all results proposed in this proposal.

7.a. Quality of the outlined methods and procedures

The AELRC uses established processes and procedures for developing assessment and evaluation tools, developing and providing language teacher professional development, and disseminating materials, resources, and outcomes in efficient and productive ways to appropriate audiences. Each type of activity adheres to recognized best practices in the field; for example, assessment items undergo an extensive process of validity and bias/sensitivity review as well as piloting and field testing, and resources are peer-reviewed before publication.

In addition, the AELRC will be supported by the strong partnership of Georgetown University, ACTFL, and CAL, each of which brings a history of quality work in foreign language teaching, learning, and testing. Each of these institutions offers a robust collection of knowledge on foreign language assessment and evaluation as well as unparalleled practical experience in conducting evaluation and assessment projects and disseminating results via cutting-edge methods to relevant stakeholders.

7.b. Practicability of plans for carrying out activities

Each project goal described in this application identifies specific objectives and detailed, attainable outcomes. The strong working relationships between the AELRC and its proposed language resource center and community college partners promise strong collaborations and high-impact results.

By proposing specific projects in collaboration with several other language resource centers (including the Center for Applied Second Language Studies, the National Foreign Language Resource Center, the National Heritage Language Resource Center, and the Hub for Innovation in Less Commonly Taught Language Teaching, the AELRC will maximize existing strengths across institutions of higher education. Given the intensive nature of assessment research and development, these collaborations will be pivotal to project success. For example, the collaboration with the Hub, which regularly teaches Turkish, will allow the AELRC to pilot the Turkish C-test with a wide population. Similarly, collaboration with the Center for Applied Second Language Studies will maximize the development potential of the intercultural communicative competence assessment, as the Center will develop a simulated learning environment and the AELRC will continue to develop the assessment and rating components.

The collaborations with other institutions will also increase opportunities to disseminate best practices in evaluation and assessment to different audiences across the country.

In addition, the strategic partnerships with Montgomery County Community College and the University of the District of Columbia will give the AELRC effective ways to reach and support language programs and language teachers in these often-underserved contexts. By providing professional development and conducting research on its efficacy, the AELRC will expand its understanding of learn the needs of community colleges and minority serving institutions in order to incorporate useful strategies for working with these types organizations and others with similar program, teacher, and student profiles.

8. FINAL FORM OF RESULTS

8.a. Description of final form of results

Specifics on the expected results of the project are provided here in three categories: resources, publications, and professional development.

Resources. Assessment and evaluation instruments, frameworks, training, and other resources will be developed and improved based on both new and existing work from AELRC research and outreach-oriented projects, including:

- Recommended practices and instruments for evaluation of language programs, with an emphasis on project-based learning, language learning in study abroad, and LRC project outcomes and impacts
- Frameworks for program evaluation and needs analyses in LCTL foreign language programs
- Support for the digital corpora of learner language from students in study abroad programs (Foreign Language Data Sharing System)

- Support for development of ACTFL Assessment of Performance toward Proficiency in Languages tests in four LCTLs for heritage learners
- Regular updates to the Foreign Language Program Evaluation Project and the Foreign Language Assessment Directory (each with resources for foreign language educators)
- Recommended practices and educational materials for high-impact Student Learning Outcomes Assessment factors, accreditation-mandated Student Learning Outcomes Assessment in community colleges, and advanced learning outcomes in college foreign language programs
- C-tests in Mandarin, Turkish, and Russian, and an Intercultural Pragmatic Interactional Competence Assessment in Chinese
- An updated annotated bibliography for assessment of the language development of heritage learners, oral proficiency assessment, assessment of intercultural communication competence, and C-tests

Publications. Findings from AELRC research projects will be disseminated in peer-reviewed scholarly publications and practitioner-focused publications, including:

- Articles in language education journals such as *CALICO Journal*, *Language Learning & Technology*, *Foreign Language Annals*, *The Modern Language Journal*, *Language Testing*, *Language Assessment Quarterly*, and *Heritage Language Journal*
- Research in Practice briefs, disseminated through the AELRC website, that explain the implications and applications of AELRC research for K-12 teachers and community college, heritage and four-year university instructors
- Online resources, including self-training evaluation materials and annotated bibliographies
- Publishing proceedings of the Easy Coast Organization of Language Testers

- Website updates on all AELRC activities

Professional Development. The AELRC will provide direct outreach to language educators and language testers through its support and organization of the Consortium on Useful Assessment in Language and Humanities Education and the annual East Coast Organization of Language Testers conference. Results of AELRC projects will also be disseminated widely, and various audiences will receive training in evaluation and assessment through summer institutes, webinars, online courses, workshops, and conference presentations, including:

- Workshops and presentations at the annual conferences of ACTFL, the Computer-Assisted Language Instruction Consortium, the East Coast Organization of Language Testers, the American Association of Applied Linguistics, local foreign language conferences, the Language Assessment Research Conference and the Language Testing Research Colloquium
- Webinars and online courses on key topics in foreign language program evaluation, Student Learning Outcomes Assessment, and language assessment tailored to the specific needs of heritage, K-12, community college, study abroad, and university audiences
- Summer Institutes and mid-year workshops on evaluation for the improvement of foreign language education, intercultural communication skills assessment, useful student learning outcomes assessment in language education, and basic and advanced principles of language assessment
- Four Oral Proficiency Interview workshops for instructors at community colleges and minority serving institutions as well as instructors of heritage and less commonly taught languages

Detailed information on all project outcomes related to objectives (including data sources and indicators) is provided in Appendix D.

9. COMPETITIVE PREFERENCE PRIORITIES

The AELRC's proposed activities for the 2018-2022 funding cycle respond to both Competitive Preference Priorities.

9.a. Competitive Preference Priority 1: Focus on less commonly taught languages

The activities proposed for each of the five AELRC goals will include a significant focus on priority languages from the U.S. Department of Education's list of less commonly taught languages (LCTLs).

- The AELRC will develop C-tests in Mandarin, Russian, and Turkish, and the resulting instruments will be made available for use by educators teaching these languages. In addition, the C-test development process will be thoroughly documented and disseminated to the less commonly taught language educational community so that members will be able to replicate it in additional languages. (Goal 1)
- In collaboration with the Center for Applied Second Language Studies, the AELRC will develop and pilot the Intercultural Pragmatic Interactional Competence Assessment in Chinese. (Goal 1)
- The AELRC will support development of ACTFL Assessment of Performance toward Proficiency in Languages tests in four less commonly taught languages, starting with Navajo in Year 1. These tests will meet the need for assessments to support the awarding of the Seal of Biliteracy to heritage speakers of these languages. (Goal 1)

- The AELRC will provide professional development for all language instructors, particularly those teaching LCTLs. One Oral Proficiency Interview workshop will focus on LCTLs exclusively, while the other three will also include LCTLs. (Goals 2 and 4)
- The AELRC will develop and publish materials that address the needs of LCTL instructors and administrators, including the Foreign Language Assessment Directory and accompanying tutorial; self-study evaluation materials; research briefs; and research into practice briefs. (Goals 2, 3, 4, and 5)

9.b. Competitive Preference Priority 2: Collaboration with Minority Serving

Institutions and Community Colleges

In providing professional development for teachers and conducting research on its outcomes and effects, the AELRC will collaborate with two community colleges: the University of the District of Columbia (UDC), a minority serving institution, and Montgomery County Community College (MCCC). The four four-day Oral Proficiency Interview workshops (one per program year) will be conducted on campus at UDC, and Dr. Sharon Fechter (MCCC) will serve on the AELRC advisory board and provide expert review, as well as access to expert reviewers from other community colleges, on how to better develop materials for the community college audience.

The AELRC collaborated with MCCC during the 2014-2018 project iteration to carry out a project that studied the patterns of assessment, evaluation, and support that characterize community college foreign language programs, in order to understand how these tools can affect language teaching and learning in productive ways. By continuing the collaboration with MCCC, which has a thriving language program, and initiating collaboration with UDC, where the language program is experiencing challenges, the AELRC will expand its understanding of the

characteristics of successful community college language programs. It will also identify ways of using assessment, evaluation, and professional development to support MSI-based language programs and their faculty and students outside of the typical approaches. Through this collaborative work, the AELRC hopes to support language offerings to the diverse and multilingual population of the District and develop a model that can be extended to other urban MSIs.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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Appendix A: Curriculum Vitae

- 1. Director: Dr. Margaret E. Malone, Georgetown University**
- 2. Associate Directors:**
 - a. Dr. Leah S. Graham, American Council on the Teaching of Foreign Languages**
 - b. Dr. Megan J. Montee, Center for Applied Linguistics**
- 3. Key Staff:**
 - a. Principal Assessment Specialist: Dr. Camelot Marshall, American Council on the Teaching of Foreign Languages**
 - b. Workshops and Certifications Manager: Dr. Ann Aly, American Council on the Teaching of Foreign Languages**
- 4. Evaluator and Advisory Board**
 - a. Evaluator: Dr. John Norris, Senior Research Director, Principal Research Scientist, Educational Testing Service**
 - b. Dr. Sara T. Cushing, Senior Faculty Associate for Assessment of Student Learning, Georgia State University**
 - c. Dr. Celeste Kinginger, Professor of Applied Linguistics, Pennsylvania State University**
 - d. Dr. Sharon Ahern Fechter, Dean of Humanities, Montgomery County Community College**
 - e. Dr. Gregory Fulkerson, Director, Language Acquisition, Delaware Department of Education (bio sketch)**

MARGARET E. MALONE
malonem@georgetown.edu

EDUCATION

Ph.D., Linguistics

Georgetown University, Washington, DC

Dissertation: The Development and Validation of the English Speaking Test;
Concentration in Applied Linguistics; U.S. Department of Education Title VII Fellow

M.S., Linguistics

Georgetown University, Washington, DC

B.A., Language Studies, *Magna Cum Laude*

Wellesley College, Wellesley, MA

TEST DEVELOPMENT, RESEARCH AND MANAGEMENT EXPERIENCE

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, Alexandria, VA

Director, Center for Assessment, Research and Development, 2016-present

Conduct research on language proficiency and performance outcomes. Promote assessment literacy for language professionals. Disseminate research findings within and beyond the language community. Represent the organization in the higher education and research community.

GEORGETOWN UNIVERSITY, Washington, DC

Director, Assessment and Evaluation Language Resource Center, 2016-present

Research Professor.

Direct one of 16 national U.S. language resource centers. Manage staff of research assistants, graduate assistants, program coordinator and consultants to develop and research best practices in language assessment and evaluation. Conduct workshops on language assessment and evaluation. Serve as international expert on language assessment. Direct study of impact of professional development on teaching. Supervise mixed methods study to develop a Chinese C-test. Teach graduate and undergraduate courses on second language acquisition, language testing and study abroad. Serve on three dissertation committees. Served as Master's Paper advisor.

CENTER FOR APPLIED LINGUISTICS, Washington, DC

Associate Vice President, World Languages and International Programs, 2012–2016

Designed successful proposals for and supervised research projects related to technology-mediated language assessment. Directed project to develop speaking tasks, scoring protocols, administration materials and training programs for English as a second language learners in New York State. Directed research projects on language program evaluation, language teacher assessment literacy and study abroad. Managed a team of directors, managers, research associates, and research assistants. Mentored project leaders in research design, data gathering, analysis and reporting. Planned and managed the

financial performance of program area contracts, grants, and overhead spending budgets. Represented program area research, test design and evaluation results to clients, senior management, and external policy, research and development communities, including academia, the federal government, policy makers, and trade organizations.

Senior Testing Associate, Language Testing Division, 2000–2012

Designed and directed research projects related to oral proficiency assessment, student learning outcomes, program evaluation and stakeholder beliefs about assessment. Directed technology-mediated projects on oral proficiency testing. Developed oral proficiency tests and related professional development workshops. Managed team of six.

Language Testing Specialist, Language Testing Division, 1990–1994

Coordinated team developing and the Spanish Speaking Test. Participated in a team that developed the Japanese Speaking Test. Wrote items and conducted field testing.

PEACE CORPS, Washington, DC

Language Testing Specialist, Center for Field Assistance and Applied Research, 1996–2000

Directed a worldwide language testing program in over 60 countries in 150 languages and oversaw the work of over 600 certified testers. Conducted research on Volunteer learning outcomes in 60 countries. Managed annual review of training status reporting, analysis, and recommendations for Peace Corps worldwide. Managed budgets, operations planning, workshop facilitation, and reporting.

THE GEORGE WASHINGTON UNIVERSITY, Arlington, VA

Research Associate, Center for Equity and Excellent in Education/Evaluation Assistance Center East, 1994–1996

Provided technical assistance to six states on teaching and learning through a cooperative, team approach. Conducted workshops for teachers, administrators, and other professionals on Goals 2000, language assessment, program evaluation, and Title VII legislation. Reviewed state policies on LEP student assessment.

SCHOLARSHIP

PUBLICATIONS IN PEER-REFEREED JOURNALS

Llosa, L. & Malone, M. E. (2018) Comparability of students' writing performance on TOEFL iBT and in required university writing courses. *Language Testing*.

Cox, T. Malone, M. E. & Winke, P.M. (2018). Future Directions in assessment: influences of standards and implications for language learning. *Foreign Language Annals*. 51 (1)

Llosa, L. & Malone, M. E. (2017). Student and instructor perceptions of writing tasks and performance of writing tasks and performance on TOEFL iBT versus university writing courses. *Assessing Writing* 34(1) 88-99.

Malone, M. E. (2018). Commentary 2: Reflections on integrating technology to innovate in study abroad research. *System*. 71. 84-86.

Di Silvio, F., Donovan, A., & Malone, M. E. (2014) The effect of study abroad homestay placements: Participant perspectives and oral proficiency gains. *Foreign Language Annals*. 47(1), 168-188.

- Nier, V. C., Di Silvio, F., & Malone, M. E. (2014). Beliefs about assessment and language learning: Findings from Arabic instructors and students. *NECTFL Review*, (73).
- Malone, M. (2013). The essentials of assessment literacy: Contrasts between testers and users. *Language Testing* 30(3), 329-344.
- Malone, M. E., Montee, M. J., & Di Silvio, F. (2010). Assessment practices in STARTALK language programs: A view of current language assessment literacy. *Russian Language Journal*, 60, 281-300.
- Riestenberg, K., Di Silvio, F., Donovan, A., & Malone, M. E. (2010). Development of a computer-based workshop to foster assessment literacy. *Journal of the National Council of the Less Commonly Taught Languages*, 9, 21-42.
- Malone, M. E., & Montee, M. J. (2010). Oral proficiency assessment: Current approaches and applications for post-secondary foreign language programs. *Language and Linguistics Compass*, 4(10), 972-986.
- Nier, V., Donovan, A., & Malone, M. E. (2009). Increasing assessment literacy among LCTL instructors through blended learning. *Journal of the National Council of Less Commonly Taught Languages*, 7, 103-131.
- Cavella, C., & Malone, M. E. (2008). Teaching principles of assessment online. In S. Goertler and P. Winke (Eds.), *Opening doors through distance language education: Principles, perspectives, and practices. CALICO Monograph Number 7*.
- Malone, M. E., Rifkin, B., Christian, D., & Johnson, D. E. (2004). Attaining high levels of proficiency: Challenges for language education in the United States. *Journal for Distinguished Language Studies*, (2).
- Malone, M. E. (2004). Research on the oral proficiency interview: Analysis, synthesis and future directions. *Foreign Language Annals*, 36(4), 491-497.

BOOK

- Farnsworth, T.L & Malone, M. E. (2014) *Assessing Language Learners in U.S. Schools. Teachers of English to Speakers of Other Languages*

CHAPTERS AND PROCEEDINGS (REFEREED)

- Diao, W., Donovan, A., & Malone, M. (2018). Oral language development among Mandarin learners in Chinese homestays. *Study Abroad Research in Second Language Acquisition and International Education*, 3(1), 33-58.
- Diao, W., Donovan, A., & Malone, M. (in press). Interactional Development through Dinnertime Talk: The Case of American Students in Chinese Homestays. In Sanz, C & Morales-Front, A. (Eds.), *The Routledge handbook of study abroad research and practice*.
- Weigle, S.C. & Malone, M. (2017). Assessing English for academic purposes. In K. Hyland and P. Shaw (Eds.). *The Routledge Handbook of English for Academic Purposes*. London, UK: Routledge.
- Malone, M. E. & Sandrock, P. (2016). Assessment issues in world languages. In Braun, H. (Ed.), *Meeting the Challenges to Measurement in an Era of Accountability*. Routledge: London.

- Di Silvio, F., Donovan, A., & Malone, M. (2015). Promoting oral proficiency gains in study abroad homestay placements. In R. Mitchell, N. Tracy-Ventura, & K. McManus (Eds.), *Social interaction, identity and language learning during residence abroad* (pp.75-94). EuroSLA Monograph Series, 4.
- Malone, M. E. (2012). Using technology to promote assessment literacy: A review of three approaches for language teacher education. In D. Soneson and E. Tarone (Eds.), *Expanding Our Horizons: Language Teaching Education in the 21st Century: Selected Papers from the 6th and 7th International Teacher Education Conferences*. CARLA Working Papers. Minneapolis: University of Minnesota, Center for Advanced Research on Language Acquisition.
- Malone, M. E. (2012). Investigating the CEFR and ACTFL Tasks through Prompt and Elicitation Research. In E. Tschirner (Ed.), *Aligning Frameworks of Reference in Language Testing: The ACTFL Proficiency Guidelines and the Common European Framework of Reference for languages*. Germany: Stauffenburg Verlag.
- Kenyon, D., & Malone, M. E. (2010). Investigating examinee autonomy in a computerized test of oral proficiency. In L. Araújo (Ed.), *Computer-based assessment of foreign language speaking skills* (Joint Research Center Scientific and Technical Reports). Luxembourg: Publications Office of the European Union.
- Malone, M. E. (2000). Using standards for classroom-based assessment. In A. M. Snow (Ed.), *Implementing the ESL standards for PreK–12 students through teacher education*. Alexandria, VA: Teachers of English to Speakers of Other Languages (TESOL).
- Malone, M. E. (2001). Trends in Peace Corps volunteer language proficiency. In J.E. Alatis & A.H. Tan (Eds). *Proceedings of the 1999 Georgetown Roundtable on Languages and Linguistics*. Georgetown University: Washington, DC.
- Malone, M. E. & Rasi, S. B. (1995) The Development and Validation of the Japanese Speaking Test. Baltimore, MA: *Acts of the Loyola Conference: Bridging Theory and Practice*.

ENCYCLOPEDIA ENTRIES (REFEREED)

- Malone, M. E. (2017). Training in language assessment. In Shohamy et al (Eds) *Language Testing and Assessment, Encyclopedia of Language and Education*. Springer.
- Malone, M. E. (2017). Developing instructor proficiency in oral language assessment. In N. Van Deusen-Scholl, S. May (eds.), *Second and Foreign Language Education, Encyclopedia of Language and Education*. Springer.
- Malone, M. E., Peyton, J. K. & K. Kim (2014). Assessment of heritage learners: Issues and Directions. In T. Wiley, J.K. Peyton, D. Christian, S.C. Moore, & N. Liu. *Handbook of Heritage, Community and Indigenous Languages in the United States: Research, Policy, and Educational Practice*.
- Montee, M.J. & Malone, M. E. (2013). Writing scoring criteria and score reports. In A. Kunnan (Ed.) *The Companion to Language Assessment*. New York: Wiley-Blackwell.
- Malone, M. and Brooks, R. (2013). Language Testing in Government and Military. In C. A. Chapelle (Ed.). *The Encyclopedia of Applied Linguistics*, Oxford, UK: Wiley-Blackwell.
- Malone, M. E. (2008). Training in language assessment. In N. Hornberger & E. Shohamy (Eds.), *Encyclopedia of Language Education*. New York: Springer.

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- Malone, M. E. & Montee, M. (2014). Stakeholders' Beliefs About the TOEFL iBT® Test as a Measure of Academic Language Ability. Educational Testing Service: Princeton, NJ.
- Ross, S., Masters, M., Malone, M. E., Janesh, J. & K. Riestenberg. (2010). Validating STARTALK assessment instruments: Convergent validity established across triangulated assessment system. Center for Advanced Study of Language: College Park, MD

OTHER PUBLICATIONS

- Malone, M. E. (2011). Assessment Literacy for Language Educators. *CAL Digest*. Washington, DC: Center for Applied Linguistics.
- Jackson, F., & Malone, M. E. (2009). *Building the foreign language capacity we need: Toward comprehensive strategy for a national foreign language framework*. College Park, MD and Washington, DC: National Foreign Language Center and Center for Applied Linguistics. Available at http://www.languagepolicy.org/documents/synthesis%20and%20summaryfinal040509_cmibined.pdf
- Malone, M. E. (2007). Oral Proficiency Assessment: The Use of Technology in Test Development and Rater Training. *CAL Digest*. Washington, DC: Center for Applied Linguistics.
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- Malone, M. E. (2000). The Simulated Oral Proficiency Interview. *CAL Digest*. Washington, DC: Center for Applied Linguistics.

REVIEWS

- Malone, M. E. (2010). Test Review: Canadian Academic English Language (CAEL) Assessment *Language Testing* 27(4).
- Malone, M. E. (2009) *Building the Validity Argument for the Test of English as a Foreign Language*. *The Modern Language Journal*. 93(4).
- Malone, M. E. (2006). *Assessing speaking*. *The Modern Language Journal*, (90)4.
- Malone, M. E. (2005). Woodcock-Munoz Language Survey [Review of test Woodcock Munoz Language Survey]. In S. Stoyneff & C. A. Chapelle, *ESOL tests and testing*. Alexandria, VA: Teachers of English to Speakers of Other Languages (TESOL).
- Malone, M. E. (2002). *Review: The Art of Non-Conversation*. *Language Testing* 19(3).
- Malone, M. E. (1996). *Review: Bilingualism and testing: A special base of bias*. *Language Testing* 14(1).

Malone, M. E. (1995). *Review: Understanding and developing language tests. Language Testing* 12(1).

GRADUATE AND UNDERGRADUATE TEACHING EXPERIENCE

RESEARCH PROFESSOR, Linguistics Department, 2016-present

Teach graduate courses in language testing, including *Language Testing* and *Advanced Language Testing*

Teach graduate and undergraduate courses in second language acquisition and study abroad.

Serve as member of faculty and member of Applied Linguistics concentration

Serve as reader for doctoral students

Serve as advisor for Master's Students

Adjunct Lecturer, Linguistics Department, 1993, 1994, 2000, 2007, 2014, 2015

Teach undergraduate class *How Languages Are Learned*

Taught graduate-level courses *Language Testing* and *Language Teaching Methods*

UNIVERSITY OF MARYLAND, College Park, MD

Adjunct Assistant Professor, Department of Curriculum and Instruction, 2012, 2014

Designed and taught a graduate-level course *Student Assessment in the Second Language Classroom*

AMERICAN UNIVERSITY, Washington, DC

Adjunct Lecturer, Department of Teaching English as a Second Language, 1993

Taught graduate-level course in language teaching methods.

KEYNOTES AND INVITED TALKS (RECENT)

Malone, M. E. (March, 2018). Using ACTFL assessments for program improvement. Invited talk at the Pennsylvania State Modern Language Association Meeting, Chestnut Hill College, Philadelphia, PA.

Malone, M. E. (March, 2018). Overview of ACTFL assessments. Invited talk at the Pennsylvania State Modern Language Association Meeting, Chestnut Hill College, Philadelphia, PA.

Malone, M. E. (November, 2017). Unpacking language assessment literacy: Differentiating needs of different stakeholder groups. Plenary talk at annual East Coast Organization of Language Testers Conference, Georgetown University, Washington, DC.

Malone, M. E. (March, 2017). Language in a global society: Research from study abroad. Invited Richard Joshua Reynolds Plenary at Emory and Henry University, Emory, VA.

Malone, M. E. (March, 2017). Benefits of bilingualism. Presentation at Thomas Jefferson High School, Fairfax, VA.

Malone, M. E. (September, 2016). Expanding understanding of language assessment literacy: including students. Invited Plenary at the 2016 Language Assessment Literacy Symposium, University of Lancaster, Lancaster, UK.

- Malone, M. E. (April, 2015). Assessment in world languages: Challenges for research and application. Invited Plenary at the Conference on Language, Learning and Culture, Virginia International University, Fairfax, VA.
- Malone, M. E. (April, 2014). Assessing outcomes for LCTLs: Best Practices, Challenges and Collaborations. Invited Plenary at the National Council of Less Commonly Taught Languages, Chicago, IL.
- Malone, M. E. (March, 2014). World language assessment for primary and secondary schools: Current status and implications for policy and practice. Invited keynote at the College of Education, Athens, GA.
- Malone, M. E. (November, 2013). Aligning curricula with formative and summative assessment: Examples for classroom use. Invited talk at Cornell University, Ithaca, NY.
- Malone, M. E. (May, 2013). Assessment of heritage learners. Invited panel at Long Island City College, New York, NY.
- Malone, M. E. (July, 2012). Oral proficiency assessment. Invited talk at China Institute, New York, NY.
- Malone, M. E. (October, 2012). Language testing outcomes in the EU. Invited talk at Florida International University, Miami, FL.
- Malone, M. E. (September, 2011). Stakeholder beliefs about language tests. Invited plenary at Midwest Association of Language Testers Conference, Des Moines, IA.

PRESENTATIONS

Regular presentations at AAAL, ACTFL, ECOLT, LTRC. Representative examples below.

- McKay, T.; Kim, A. I. & Malone, M. E. (2018). STARTALK: Understanding the ACTFL Guidelines. AAAL, Chicago, IL.
- Xu, Y; McKay, T and Malone, M. E. (2018). Developing a Chinese C-Test for research purposes. Roundtable at AAAL, Chicago, IL.
- Malone, M. E. & Rivers, W. (2018) Language advocacy. AAL, Chicago, IL.
- Xu, Y; McKay, T and Malone, M. E. (2018). Developing a Chinese C-Test for research purposes. Work in Progress at the Language Assessment Research Conference, Ames, Iowa.
- Malone, M. E. Malone M. E. (2017). Mission and Achievement in Higher education. Discussant. Annual ACTFL Convention, Nashville, TN
- Sykes, J.; Blyth, C, Campbell, J. & Malone, M. E. (November, 2017). Free resources from the Language Resource Centers. Annual ACTFL Convention, Nashville, TN.
- Malone, M. E.; Rubio, F; Crane, C.; & S. Peart. (October, 2017). Language and student success: Identifying ways to explain outcomes in the IHE context. Annual Consortium of Useful Assessment in Languages and the Humanities Education, Atlanta, GA.
- Malone, M. E. (July, 2017). *Including student perspectives in language assessment literacy*. Paper presented at a symposium on language assessment literacy at the Language Testing Research Colloquium , Bogotá, Colombia,
- Malone, M. E. (June, 2017) *U.S. Migration and Tests of Adult Language Progress*. Paper presented at invited symposium at the European Association of Language Assessment, Sevrés, France.

- Chi, J.; Donovan, A. & Malone, M. E. (April, 2017). *Teachers of heritage language learners: Perceptions, beliefs, expectations, and needs*. Paper presented at Conference on Language, Learning, and Culture (CLLC), Fairfax, VA.
- Chi, J.; Donovan, A. & Malone, M. E. (April, 2017). *Teachers of LCTL heritage learners: How do we perceive our students*. Paper presented at National Council of Less Commonly Taught Languages Conference (NCLCTL) 2017, Rolling Meadows, IL.
- Chi, J.; Donovan, A. & Malone, M. E. (March, 2017). *Teachers' perceptions of heritage learners in the classroom*. Roundtable presentation at American Association for Applied Linguistics (AAAL) 2017, Portland, OR.
- Malone, M. E. (March, 2017). *Study abroad in contemporary times: Technological innovations*. Colloquium at American Association for applied Linguistics (AAAL) 2017, Portland, OR.
- Malone, M. E. & Polio, C. (March, 2017). *Are some languages really more difficult to learn? Maybe, maybe not*. Paper presented at American Association for Applied Linguistics (AAAL) 2017, Portland, OR.
- Malone, M. E. (February, 2017). *Language Assessment Literacy: What language teacher educators need to find out about students*. Presentation at UCLA Language Teacher Educators' Conference, Los Angeles, CA.
- Chi, J.; Donovan, A. & Malone, M. E. (May, 2016). *The heritage language database: promoting awareness of heritage language schools and programs*. National Council of Less Commonly Taught Languages, Atlanta, GA.
- Donovan, A., Chi, J., & Malone, M. (April, 2016). *Free resources from the National Foreign Language Resource Centers*. National Council of Less Commonly Taught Languages, Atlanta, GA.
- Llosa, L., Malone, M. E., & Donovan, A. (April, 2016). Is writing on the TOEFL really the same as writing in college? Evidence from quantitative and qualitative data. American Association of Applied Linguistics Conference, Orlando, FL.
- Malone, M. (2016, April). *Assessing college foreign language learners' proficiency: The what, the why, and the how*. Discussant for colloquium, American Association of Applied Linguistics Conference, Orlando, FL.
- Malone, M., & Sandrock, P. (April, 2016). *Assessment issues in world languages*. Invited colloquium, National Council on Measurement in Education, Washington, DC.
- Malone, M. (March, 2016). *Assessing college foreign language learners' proficiency: What, why, and how*. Discussant for colloquium, Georgetown University Round Table, Washington, DC.
- Malone, M. (March, 2016). *Uses for and consequences of language proficiency tests for students and teachers*. Invited colloquium and co-organizer, Georgetown University Round Table, Washington, DC.
- Polio, C., Mackey, A., Van Patten, B., & Malone, M. E. (November, 2015). *Are some languages harder to learn than others? Maybe not*. Presentation at the American Council on the Teaching of Foreign Languages, San Diego, CA.
- Malone, M. E. (November, 2015). *Assessing Spanish oral proficiency using the COPI*. Presentation at the American Council on the Teaching of Foreign Languages, San Diego, CA.
- Malone, M. (November, 2015). *Early language assessments and resources from CAL*. ACTFL 2015 Annual Convention and World Language Expo, San Diego, CA.

- Tarone, E., Blyth, C., Campbell, J., & Malone, M. (November, 2015). *Free standards-based language teaching resources from the LRC's*. ACTFL 2015 Annual Convention and World Language Expo, San Diego, CA.
- Forrest, L. B., Son, Y. A., Sykes, J., & Malone, M. (October, 2015). *Designing a digital simulation to measure intercultural competence: Putting theory into practice*. East Coast Organization of Language Testers, Washington, DC.
- Llosa, L., Malone, M. E., Donovan, A.E., Stevens, L & Wei, J. (October 2015). *Writing for university composition classes vs. writing for TOEFL iBT: Insights from students and instructors*. Presentation at the East Coast Organization of Language Testers, Washington, DC.
- Malone, M. E., Soneson, D., Rubio, F., Gass, S., & Winke, P. (October, 2015). *Outcomes in higher-education world language programs: Results and implications*. Presentation at the Consortium on Useful Assessment in Languages and the Humanities Annual Conference, Washington, DC.
- Wiley, T. G., Malone, M., Moore, S.C.K., & Bhalla, S. (May, 2015). *Heritage, community, and native language in the United States: Examining the current status and identifying future possibilities*. International Symposium on Bilingualism, New Brunswick, NJ.
- Malone, M. E. (April 2016) Malone, M. E. (March, 2015). *Applied linguists: Who do we think we are anyway?* Presentation at invited colloquium, American Association of Applied Linguistics, Toronto, Canada.
- Llosa, L. & Malone, M. E. (March, 2015). *Comparability of writing tasks in TOEFL iBT and university writing courses*. Presentation at the Language Testing Research Colloquium, Toronto, Canada.
- Tarone, E., Malone, M. E., & Larson, K. (March, 2015). *Free resources from the Language Resource Centers*. Presentation, International and Foreign Language Education Title VI Project Directors' Meeting, U.S. Department of Education, Washington, DC.
- Donovan, A. E. & Malone, M. E. (November, 2014). *CAL's oral proficiency assessment tools: Featuring the Mandarin COPI*. Presentation, ACTFL 2014 Annual Convention and World Language Expo, San Antonio, TX.
- Tarone, E., & Malone, M. E. (November, 2014). *The National Foreign Language Resource Centers: History, impact, and future*. Presentation, ACTFL 2014 Annual Convention and World Language Expo, San Antonio, TX.
- Tarone, E., Malone, M. E., Campbell, J., & Blyth, C. (November, 2014). *Free resources from the Language Resource Centers*. Presentation, ACTFL 2014 Annual Convention and World Language Expo, San Antonio, TX.

INVITED WORKSHOPS

Regular workshops at national conferences and local universities. Representative examples below.

- Malone, M. E. (February, 2017). *Understanding assessment: A workshop for language teacher educators*. Invited workshop at UCLA Language Educators' Conference, Los Angeles, CA.
- Malone, M. E. (March, 2016). *Introduction to the SOPI*. Workshop conducted at Michigan State University, East Lansing, MI.

- Malone, M. E. (March, 2016). *Rating workshop: Japanese, Spanish, German and French*. Workshops conducted at Michigan State University, East Lansing, MI.
- M. E. & Davis, J. McE. (May, 2015). *Program evaluation for language teacher educators*. Workshop at the CARLA Language Teacher Educators Conference, Minneapolis, MN.
- Malone, M. E. (July, 2015). *Proficiency assessment in the world language classroom*. Summer Institute at CLEAR, East Lansing, MI.
- Malone, M. E. (January, 2015). *Basics of assessment*. Workshop for visiting teachers from China. University of Maryland, College Park, MD.

TEST DEVELOPMENT

- New York State English as a Second Language Achievement Test, Speaking. Instrument for K-12 English Learners in New York State. Funder: New York State. Project Director. 2014-present.
- Computerized Oral Proficiency Instrument for U.S. Military Academies, French. Funder: U.S. Military Academies. (2013). Project Director
- Computerized Oral Proficiency Instrument for U.S. Military Academies, Mandarin Chinese. Funder: U.S. Military Academies. (2011). Project Director
- Computerized Oral Proficiency Instrument, Arabic and Spanish. Funder: U.S. Department of Education. (2008). Project Director
- Multimedia Rater Training Program, Arabic and Spanish. Funder: U.S. Department of Education. (2008). Project Director
- Work Readiness Oral Language Instrument, English. Funder: U.S. Department of Education. (2006). Project Director
- Multimedia Rater Training Program, French and German. Funder: U.S. Department of Education. (2005). Project Director
- Multimedia Rater Training Program, Spanish. Funder: U.S. Department of Education. (2004). Project Manager
- Oral Language Test, Korean and Mandarin. Funder: U.S. Department of Education. (2003). Project Director.
- National Assessment of Educational Progress, Foreign Language: Pilot and Field Test Versions of Oral Proficiency Instrument. Funder: U.S. Department of Education. (2003). Project Manager.
- The English Simulated Oral Proficiency Interview. (1999). Developer (Dissertation). The Massachusetts English Language Assessment: Oral. Funded through U.S. Department of Education. (1995). Project Director
- The Spanish Simulated Oral Proficiency Interview. Funder: U.S. Department of Education. (1994). Project Coordinator
- The Japanese Simulated Oral Proficiency Interview. Funder: U.S. Department of Education. (1992). Research Assistant.

RECENT PROJECTS (SELECTED)

ASSESSMENT AND EVALUATION LANGUAGE RESOURCE CENTER, U.S. Department of Education
Co-Director, 2014-2016; *Director*, 2016-present

Serve as Co-Director of one of 16 National Language Resource Centers. Direct all research, outreach and staff on a national language resource center. Develop online tutorials for assessment users, including surveys of prospective users to guide content selection. Design and conduct research on relative language difficulty and intercultural assessment. Develop c-tests. Conduct annual professional development workshops on program evaluation and student assessment. Develop and administer online language assessment courses. (\$170,000 annually)

STARTALK : UNDERSTANDING THE ACTFL GUIDELINES

Project Director, 2014-2016

Direct project to provide professional development for post-secondary instructors of languages critical to U.S. security. Conduct a six-module online workshop, a three-day face-to-face workshop and follow-on research focused on washback and utility. (\$82,000 annually)

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST.

Project Director (subcontract from Metritech) 2013–present

Direct a project to develop speaking tasks for 250,000 students in grades K-12 of English as a second language in New York State. Supervise development of tasks, review criteria, scoring material, task writer training materials, rater training materials, administration materials and administrator training. Supervise internal team of three and 50+ consultants. (\$1.2M, 5 years)

STARTALK EVALUATION, National Foreign Language Center

Project Director, 2014-2016

Direct project to design, implement, and analyze annual stakeholder evaluations (N=1,200) of summer language programs for teachers and students. Recommend improvements for policy and standards. (\$1.4 million, five years)

COMPARABILITY OF STUDENTS' WRITING PERFORMANCE ON TOEFL-IBT® AND REQUIRED UNIVERSITY WRITING COURSES

Co-Principal Investigator (with Lorena Llosa, New York University) 2012–present

Direct a project to investigate comparisons of students' writing performances on TOEFL iBT® and university writing courses. Co-design research study and manage research team. (\$125,000, 18 months)

THE CURRENT STATE OF APPLIED LINGUISTICS

Project Director, 2012–present

Direct project to identify current graduate programs in applied linguistics in the United States and survey faculty and graduate students on the current state of applied linguistics. (\$25,000, two years)

PROMOTING ORAL PROFICIENCY GAINS IN STUDY ABROAD

Project Director, 2010–2014

Direct project to investigate effects of intervention and training with students and homestay families on oral proficiency gain in study abroad in four countries across three languages. Design research study and manage research team and contractors. (\$450,000, 36 months)

DEVELOPING THE MANDARIN COMPUTERIZED ORAL PROFICIENCY INSTRUMENT, U.S.

Department of Education

Project Director, 2010–2014

Direct project to develop a Mandarin (Chinese) Computerized Oral Proficiency instrument. Manage team to develop 100+ test tasks and conduct pilot testing, field testing, analysis of data, and operationalization of test. (\$390,000, three years)

NATIONAL CAPITAL LANGUAGE RESOURCE CENTER, U.S. Department of Education

Co-Director, 2010–2014

Serve as Co-Director of one of 15 National Language Resource Centers. Develop online tutorials for assessment users, including surveys of prospective users to guide content selection. Conduct annual professional development workshops on program evaluation and student assessment. Develop multimedia rater training programs, delivered via CD-ROM, to train raters of oral proficiency tests. Conduct online language assessment courses. (\$98,000 annually)

STARTALK EVALUATION, National Foreign Language Center

Project Director, 2006–2013

Direct project to design, implement, and analyze annual evaluations (N=10,000) of summer language programs for teachers and students. Recommend improvements for policy and standards. (\$1.4 million, five years)

STARTALK PORTFOLIO ASSESSMENT, Center for the Advanced Study of Language

Project Director, 2009–2012

Directed project to pilot, design, and operationalize achievement test for Arabic and Chinese language from 50 summer high school programs. Managed partnerships with two additional national organizations. (\$578,000, 36 months)

STAKEHOLDER PERCEPTIONS OF THE TOEFL iBT, Educational Testing Service

Project Director, 2008–2010

Directed multi-methods research of student, instructor, and administrator perceptions of the TOEFL iBT. Designed online, multilingual surveys for 1,200 participants. Managed focus groups in U.S. and overseas. Conducted stimulated recall protocols. (\$87,000, 18 months)

FOREIGN LANGUAGE ASSESSMENT DIRECTORY PROJECT, U.S. Department of Education

Project Director, 2005–2009

Directed project to update, improve, and merge two existing directories of foreign language tests via focus group and distance review of products. Managed team to develop online tutorial on language test selection. (\$390,000, three years)

STAR PROFICIENCY ASSESSMENT TRAINING PROGRAM, University of Maryland

Project Director, 2008–2010

Designed blended learning professional development program for teachers of critical languages. Used online and face-to-face approaches to provide basic background on and strategies for classroom assessment of K–16 learners of Arabic, Chinese, Hindi, Persian, and Urdu. (\$100,000 annually)

NATIONAL CAPITAL LANGUAGE RESOURCE CENTER, U.S. Department of Education

Assessment Director, 2006–2010

Conducted annual professional development workshops on program evaluation and student assessment. Developed multimedia rater training programs, delivered via CD-

ROM, to train raters of oral proficiency tests. Conducted online language assessment courses. (\$72,000 annually)

LANGUAGE PROGRAM ASSESSMENT, Council of American Overseas Research Centers / Department of State

Project Director, 2008–2010

Conducted analysis of language curricula in 14 overseas language programs. Developed and analyzed results of 185-student Arabic language self-assessment and efficacy for student placement (\$150,000, two years).

DEVELOPING THE COMPUTERIZED ORAL PROFICIENCY INSTRUMENT, U.S. Department of Education

Project Director, 2004–2008

Directed project to develop CD-ROM based Arabic and Spanish oral proficiency tests. Managed project staff of two FTEs plus over 10 consultants. (\$459,000, four years)

ACTFL ASSESSMENT OF PROFICIENCY AND PERFORMANCE, U.S. Department of Education

Project Manager, 2005–2008

Worked with three organizations' teams to create a national framework for K-16 foreign language assessment. Developed prototypical tasks. Conducted stimulated recall studies with students on task effectiveness. (\$105,000, three years)

IMPACT OF TITLE VI DEPARTMENT OF EDUCATION PROJECTS, JBL Associates/U.S. Department of Education

Project Director, 2007–2008

Directed CAL portion of project to explore and quantify impact of 50 years of Title VI funding for U.S. Department of Education grants. Coordinated efforts with prime contractor. (\$75,000, 18 months)

PROFESSIONAL SERVICE

Advisory Board, Joint National Committee of Languages. 2013- present

Advisory Board, IRIS, 2015-present

Editorial Review Board, *Annual Review of Applied Linguistics*. 2013-present

Editorial Review Board. *Language Assessment Quarterly*. 2010-present

Resolutions Committee, American Association for Applied Linguistics. 2013-2014.

Secretary, International Language Testing Association, 2011–present

Chair, Council of Language Resource Center Directors, 2011-present

Advisory Board, Language Teacher Educators' Conference, 2009, 2011, 2013, 2015

Co-Chair, Language Testing Research Colloquium, 2009

Nominations Committee, International Language Testing Association, 2007, 2009, Chair 2009

Advisory Board Member, Language Acquisition Resource Center, 2006–2014

Advisory Board Member, The George Washington University Language Center, 2005–2008

Co-Chair and Founder, East Coast Organization of Language Testers, 2002–present

PROFESSIONAL AFFILIATIONS

International Language Testing Association

American Association for Applied Linguistics

American Council on the Teaching of Foreign Languages

Joint National Committee of Languages
National Council of Less Commonly Taught Languages

LANGUAGES

Spanish (intermediate); Sanskrit (novice reading); Latin (intermediate reading); Indonesian (novice)

LEAH GRAHAM
lsgraham@gmail.com
www.linkedin.com/in/lsgraham

AREAS OF EXPERTISE

11 years academic administration experience in DoD & college settings
8 years of university & college-level language teaching experience
15 years of experience making academic & business presentations with superior communication & presentation skills; superb academic & policy writing skills
Extensive Language Assessment Experience: Certified Oral Proficiency Interview (OPI) tester with extensive knowledge of ILR & ACTFL scales
Expertise in program evaluation and assessment of learning outcome achievement
Excellent project management skills: ability to chart the direction of projects, able to manage multiple and diverse stakeholders across organizations
Extensive instructional design, curriculum development and faculty training experience
Excellent problem-solving, critical thinking and analytical skills
Outstanding fiscal management skills and contract surveillance experience

CORE COMPETENCIES

Second Language Acquisition
Language & Software Localization
Language Proficiency Assessment
Program Evaluation & Ed. Research
Curriculum Design
Instructional Technology / eLearning
Project Management
Educational Policy Development
Management of culturally and linguistically diverse teams
Foreign Languages: Spanish & French

EDUCATION

Ph.D., Foreign Language Education
University of Texas - Austin, Austin, Texas
Concentrations: Instructional Technology & Curriculum Design

M.A., Applied Linguistics
Georgia State University, Atlanta, GA

B.A., Spanish Literature & Communication Studies
University of North Carolina - Chapel Hill, Chapel Hill, Texas

ADMINISTRATIVE EXPERIENCE

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, Alexandria, VA

Associate Director, Center for Assessment, Research & Development, 2016-present

Supervise ACTFL Center for Assessment, Research & Development (CARD).

Administer CARD programs (testing, quality assurance, workshops, contracts), manage CARD budget, manage CARD contracting efforts.

BROWARD COLLEGE, Fort Lauderdale, FL

Associate Dean, Academic Affairs, 2014-2016

Administer a 3-discipline division of Academic Affairs including: English for Academic Purposes (EAP/ESOL), College Preparatory Reading, and Student Life Skills (SLS).

Supervise 72 faculty members, manage an operating budget of \$1.4M and \$100K in course user fees, sponsor co-curricular student engagement activities, and oversee student academic matters (e.g. grade appeals, proficiency evaluation, placement appeals, etc.).

Select accomplishments include:

- Introduced technology to streamline administrative processes and facilitate communication (e.g. transferred paper and pencil teacher preference surveys to a web-based survey tool, created SharePoint team sites to house curricular and administrative information, created digital submission processes of documents such as syllabi, etc.)
- Developed organization's first process for identifying misplaced ESL students during the first two weeks of each term. Introduced the use of language proficiency descriptors & departmental norming sessions to assist in this process.
- Introduced blended course formats for upper level EAP reading and writing courses as a pilot study with the support of faculty training and mentoring.
- Developed and implemented a campus-based approach to contextualizing Student Life Skills courses to enable FTIC students to begin major and career exploration in their first semester.

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER (DLI), Presidio of Monterey, CA

Associate Professor, Tenured, AD-00, 2006-2014

Organization dedicated to the development of web-based language and culture training tools for Department of Defense (DoD) clientele.

Director, DLI Technology Integration (TI) Division, 2013-2014

Oversaw production of 7 stand-alone products and 3 major product lines that were modified according to the linguistic, cultural and technical requirements of the DoD market; Products logged web traffic of 392,498 unique visitors annually; supervised 57 instructional designers, language specialists, programmers, graphic/multimedia artists, editors, and project managers (face to face and virtually managed staff and workflows). Managed a \$5.5M operating budget and \$2.2M in contract support. Marketed products to the DoD Intelligence Community in coordination with the Public Affairs Office and by providing numerous presentations to government VIPs. Select accomplishments include:

- Led organization through a sequestration-triggered restructure: strategically re-aligned production priorities to maximize organizational competitiveness with a

smaller staff by shifting focus to the mobile-friendly HTML5 format and by increasing the development of Android and Apple mobile applications.

- Created the protocols for and staffed the organization's first quality Assurance team; implemented systematic needs analyses, and usability testing-- evaluated design, linguistic, technical and pedagogical elements.
- Served as lead for instructional technology component of the Provost's strategic plan.

Provost Faculty Associate for Faculty Education, Training & Policy, Office of the Provost, 2012-2013

Authored Institute policies related to faculty training, education and Institutional research. Served as project manager for various Provost-directed projects. Administered the Office of the Provost's \$2.6 million Faculty Tuition Assistance Program and acted as academic advisor, assisting faculty with program/course selection and providing guidance on doctoral research proposals. Monitored and tracked professional development and individual development plans for the Institute's over 2,000 faculty and staff. Organized or co-organized professional development symposia and events such as the 2013 Board of Directors visit. Select accomplishments include:

- **Accreditation:** Served as lead author for DLI's re-accreditation process for Standard 2, "student programs & services," Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 2011-2012. Efforts were recognized by DLIFLC Commandant with a *Coin of Excellence*.
- **EDU Network Project Manager:** Served as co-project manager for DLI's migration from a military network to a self-sustained educational (.EDU) network for 5K faculty and students. Network Migration Results: wireless speed 30X faster than MIL network, reduced operating costs by making open-source products accessible & by reducing the need for paper; improved learning by facilitating faculty and student access to public web-based resources without compromising MIL network security; allowed faculty and students' mobile devices on to the network; and allowed DLI to publish internal and public applications.
- **Policy:** Authored numerous Provost policies & procedures which had Institute-wide impact.
 - DLI Support of Faculty-Authored Theses and Dissertations Policy.
 - Implementation of Individual Development Plans Procedure.
 - DLI Support of Research-Related Coursework Funded by the Provost Tuition Assistance (TA).
 - Pathways to Leadership Concept & Faculty Incentives.
 - Term Limitations for Dean & Department Chair positions.

Dean, Student Learning Center, 2007-2011

Administered 5 language training support programs (new student orientation, academic advising, learner strategy workshops, an exit course, and mobile training). The SLC programs served an average of 8,000 students annually between 2007 and 2011. Managed \$2.4M operating budget. Supervised 26 faculty members engaged in instruction,

advising, and curriculum development. Collected and analyzed data for program validation and organizational research efforts. Translated and integrated policies such as the Army Learning Concept and Army Culture and Foreign Language Strategy into SLC curricula. Select achievements include:

- Between 2008 and 2011, I increased overall student usage by 41%, serving 9,600 students in 2011.
- I re-focused the Workshops Program on metacognitive language learning preparation and the development of cultural awareness skills. Usage of this service increased by 445% during my tenure, serving 2,653 students in the 2010-2011 school year.
- Expanded the organization's footprint by introducing a mobile training department. The program delivered instruction to 1,437 DoD personnel worldwide between 2010-2011.
- Developed the Institute's first blended course, Language Enhancement after DLI (LEAD), an exit course for graduating students to address the transition from classroom-based learning to autonomous learning.

Associate Dean for Academics & Operations, DLIFLC Student Learning Center, 2006-2007

Oversaw the curricula of the Student Learning Center's 4 language training programs; Conducted needs analyses and program evaluation studies established and enforced standards for curriculum development; observed classroom instruction and advising sessions, providing feedback to faculty on teacher/advisor performance; coordinated and provided faculty training; Supervised operational aspects of the organization such as property accountability, DOD training compliance, safety & fire regulations compliance, and facility maintenance. Select achievements include:

- Created and implemented an institute-wide student portfolio program in which 3,000 students a year documented their foreign language training.
- Introduced systematic data collection processes and iterative program evaluation protocols.
- Transformed paper & pencil student evaluations into a comprehensive electronic system that allowed for immediate student satisfaction data analysis and assessment of curricular objective achievement.
- Led a major curriculum revision effort to support the Dean's organizational re-structure. Established curricula that enabled the Student Learning Center to support students through: a 5-day orientation to language learning, follow-up academic advising & student workshops, and an exit course dedicated to transitioning students from classroom-based learning to independent field-based learning.

UNIVERSITY OF NORTH CAROLINA - CHARLOTTE

Technology Enhanced ESL Listening & Speaking Curriculum Developer, English Language Institute, 2005-2006

Developed and implemented an innovative English for Academic Purposes Listening and Speaking curriculum which was enhanced by computer-based technologies such as blogs, streaming audio and video, and asynchronous voice boards, all housed within an online

classroom management system. Created a faculty training plan and provided professional development training on using said resources.

CONSULTING EXPERIENCE

US AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)

Program Coordinator, Egyptian Teacher Training Initiative at Georgia State University, 1998

A six-week teacher training program sponsored by USAID. Supervised a small staff of program assistants, creating work schedules, coordinating all participant transportation to and from housing, school sites, GSU, religious services, and cultural events. Assisted participants in obtaining medical services, planned and implemented social, cultural, and religious activities, provided academic support to participants and insight into US culture. Taught Introduction to Second Language Acquisition.

AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE

Test Development Consultant, 2005-2006

Acted as an English Language Learner and reading subject matter expert during the development process for a K-6 reading certification examination. The examination was designed to grant K-6 reading teachers national certification.

INSTRUCTIONAL EXPERIENCE

Used communicative language teaching methods, authentic materials, and an integrative skills approach while incorporating interactive learner-centered elements into my instruction. Completed administrative tasks such as grading, holding office hours, and participating in regular semester registration procedures including proficiency assessment and placement of new students; Participated in institute training days.

BROWARD COLLEGE, Broward, FL

Associate Dean, Academic Affairs, 2014-2016

Taught Student Life Skills and English for Academic Purposes courses (*Advanced Composition, Listening/Speaking, Reading*)

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE, Charlotte, NC

Lecturer, Intensive English Language Program, 2005-2006

Taught various proficiency levels of English for Academic Purposes ESOL courses such as *Technology Enhanced Advanced Listening & Speaking, Intermediate Reading & Writing*, and *Advanced Grammar & Vocabulary*

LA UNIVERSIDAD DE LAS AMÉRICAS, México City, Mexico

Visiting Professor, English Cultural Program - Centro de Ingles, 2003-2004

Invited to teach for the 5-week summer program in the University's English as a Foreign Language Program. Taught exit-level advanced courses using an integrated skills approach.

UNIVERSITY OF TEXAS AT AUSTIN, Austin, Texas

Instructor, English Language Services, 2000-2004

Taught various proficiency levels of English for Academic Purposes ESOL undergraduate courses such as *Academic Writing*, *Academic Reading & Discussion*, *Grammar*, and *Reading/Writing/Grammar*. Taught graduate level courses such as *Communication & Culture for University Teaching* and *The Culture of Academic Communication*.

Teaching Assistant, Instructional Design Department, 2001-2002

Served as a teaching assistant in the Instructional Design Program.

- **Design Strategies for New Media:** Designed practice modules for students using Flash, Fireworks and Dreamweaver. Taught software review lab sections three times a week. Acted as project manager during the multimedia development process for students. Assisted the professor during class time. Graded homework.
- **Technology for Educators:** Taught computer skills such as email, word processing, draw & paint, web research, web publishing, database and spreadsheet to student teachers. Taught lab sections three times a week to reinforce technology skills taught during class, assisted the professor during class time, graded homework and held office hours.

GEORGIA STATE UNIVERSITY, Atlanta, GA

Instructor, English as a Second Language Program, Department of Applied Linguistics, 1998-1999

Taught various proficiency levels of English for Academic Purposes ESOL courses such as *Academic Reading & Listening* (Carrier topic: Sociology), *Academic Writing* (Carrier Topic: Anthropology), and *Oral Communication* (Carrier topic: Second Language Acquisition).

ACADEMIC SERVICE & COMMITTEE WORK

Faculty advisor for BC Woman (Broward College student organization), 2014-2016

Chair, selection panel for the Associate Dean (Aviation Maintenance Department), 2015

Selection panel for the Dean of Academic Affairs, 2015

Nominated for Broward College Emerging Leaders, 2015

Broward College Provost's English Language Working Group, 2014-2016

DLIFLC Faculty Education, Training & Professional Development Committee, 2013-2014

Served on DLI Public Facing Website Re-design Committee, 2013-2014

Selection Committee for Director of Evaluations & Standards Directorate, 2014

Selection Committee for Educational Researcher, Research and Analysis, 2013

Selection Committee for: Assistant Dean, Undergraduate Education Directorate, 2013.

Co-Lead Author for Accreditation Renewal Standard 2: Student Success (Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges), 2011-2012.

Abstract Reviewer, American Educational Research Association (AERA) 2011 Conference

International Language and Culture Foundation (ILCF) Board of Directors, 2009-June 2014.

Reviewer for International Association for Language Learning & Technology (IALLT) Journal, 2008-2011
 Selection Committee for Assistant Dean, School of European & Latin American Languages, August 2009
 Webmaster for Texas Foreign Language Education Conference 2004
 Co-chair for Texas Foreign Language Education Conference 2001
 Reader for *Texas Papers of Foreign Language Education Journal*, 2001
 Accent Modification Tutor Volunteer for The Center for Teaching Effectiveness - ITA Program, 1999
 Volunteer ESL instructor for Bosnian Refugees, Austin Community College, 1999
 Georgia TESOL Convention Planning Committee Speaker Liaison, 1998

CONFERENCE PAPERS & PRESENTATIONS

Graham, L. (2014, March). *Web-based training tools for language familiarization, maintenance and enhancement*. Keynote presented at the 300th Military Intelligence Brigade Language Conference, Salt Lake City, UT.

Co-presenter with Shannon Salyer. (2010, November). *Assessing cultural self-awareness and cross-cultural competence in military language learners*. Presented at the conference of the American Council of Teachers of Foreign Languages (ACTFL), Boston, MA.

Co-presenter with Christine Campbell and Shannon Salyer. *Exploring learner burn-out in an intensive language learning environment*. Presented at the conference of the American Association for Teachers of Spanish and Portuguese (AATSP), Guadalajara, Mexico.

Graham, L. (2008, March). *Chaos theory, complexity science & classroom management in the technology enhanced language classroom*. Presented at the Computer Assisted Language Instruction Consortium Conference (CALICO), San Francisco, CA.

Graham, L. (2007, November). English language learning in Mexico: Students' reconciliation of the effects of hegemony with instrumental views of English. Presented at the conference of the American Council of Teachers of Foreign Languages (ACTFL), San Antonio, TX.

Graham, L. (2007, June). *A socio-constructivist approach to a technology-enhanced language class*. Presented at the conference of the International Association for Language Learning & Technology (IALLT), Medford, MA.

Graham, L. (2007, March). *Technology as a Catalyst for Online & Offline Community Building in the Foreign Language Classroom*. Presented for Digital Stream.

Graham, L. (2007, January). *Problem based language learning*. Presented at the Defense Language Institute Holiday Program, Monterey, CA.

Graham, L. (2006, April). Internet-Based Multimedia in the ESL Listening & Speaking Classroom. [Technology demonstration]. Presented at the UNC Instructional Technology Showcase.

Co-presenter with Christopher Luke. (2002, April). *The Development of TESOL Essayist Program* [Technology demonstration]. Presented at the TESOL Conference CALL-IS Developers' Showcase.

Megan Jean Montee

4646 40th Street, NW
Washington, DC 20016

Phone: (202) 213-1714
Email: mmontee@cal.org

Education

- | | |
|------|---|
| 2017 | Ph.D., Applied Linguistics, Georgia State University |
| 2006 | M.A.T., English as a Second Language, Georgetown University |
| 2004 | B.A., English Literature and Cultural Studies, University of Oklahoma |

Professional Experience

Center for Applied Linguistics, Washington, DC

Senior Research Associate (2017-present)

Research Associate (2012-2017)

- Lead research and development for performance-based assessments

Assessment & Evaluation Language Resource Center (AELRC), Washington, DC

Acting Assistant Director (2018-present)

- Lead research and professional development projects as part of CAL's partnership with the AELRC

Independent Language Testing Consultant, Atlanta, GA

(2009-2012)

- Served as lead instructor for distance learning courses and workshops about assessment
- Designed and managed language teacher education research projects

Georgia State University, Department of Applied Linguistics & ESL, Atlanta, GA

ESL Testing Coordinator (2009-2011)

- Coordinated operational testing for the Georgia State Test of English Proficiency (GSTEP)

Center for Applied Linguistics, Washington, DC

Research Assistant (2005-2009)

- Contributed to a variety of projects related to oral proficiency assessment, rater training, and computer-based assessment tools

National Capital Language Resource Center Intern (2004-2005)

- Assisted with East Coast Organization of Language Testers annual conference

Teaching Experience

Georgia State University, Department of Applied Linguistics and ESL, Atlanta, GA

Graduate Teaching Assistant

Courses taught: ESL Oral Communication (2010), Introduction to Linguistics (2011), Language of the World (2016)

George Washington University, Graduate School of Education and Human Development, Washington, DC

Adjunct instructor

Course taught: Linguistic Applications (2009)

Awards and Honors

Georgia State University Language and Literacy Fellowship (2011-2012)

Georgetown University Title III Fellowship (2004-2006)

Phi Beta Kappa (2004)

Professional Service

Center for Applied Linguistics, Institutional Review Board

Committee member (2013-present)

Georgia State University, College of Arts and Sciences

Graduate student representative, Dean search committee (2011)

East Coast Organization of Language Testers (ECOLT)

Abstract reviewer (2009; 2013; 2014; 2015)

Conference Co-Chair (2005)

Program Chair (2017)

Professional Memberships

American Association of Applied Linguistics (AAAL)

International Language Testing Association (ILTA)

Publications

Chapters in Edited Volumes

Montee, M. & Malone, M. E. (2013). Writing scoring criteria and score reports. In A. Kunan [Ed.], *The Companion to Language Assessment*. Oxford: Blackwell.

Weigle, S. C. & **Montee, M.** (2012). Raters' perceptions of textual borrowing in integrated writing tasks. In M. Tillema, E. Van Steendam, G. Rijlaarsdam, & H. Van den Bergh [Eds.], *Studies in Writing: Vol. 23. Measuring writing: Recent insights into theory, methodology and practices*. Bingley, UK: Emerald Group Publishing.

Journal Articles

Montee, M., Bach, A., Donovan, A. & Thompson, L. (2013). LCTL teachers' assessment knowledge and practices: an exploratory study. *Journal of the National Council of the Teaching of Less Commonly Taught Languages*, 13, 1-32.

Weigle, S.C., Yang, W.W., & **Montee, M.** (2013). Exploring reading processes in an academic reading test using short-answer questions. *Language Assessment Quarterly*, 10(1), 28-48.

Malone, M., **Montee, M.** & Di Silvio, F. (2010). Assessment practices in STARTALK language programs: a view of current language assessment literacy. *Russian Language Journal*, 60, 281-300.

Malone, M. & **Montee, M.** (2010). Oral proficiency assessment: current approaches and applications for post-secondary foreign language programs. *Language & Linguistics Compass*, 4(10), 972-986.

Reports

Malone, M. & **Montee, M.** (2014). Test users' beliefs about the TOEFL iBT as a measure of academic language ability. *TOEFL iBT Report*.

Sugarman, J., Arteagoitia, I., Coburn, C., Gallagher, C., **Montee, M.**, & Schissel, J. (2007). *Spanish-Language Assessments for Dual Language Programs*. Washington, DC: Center for Applied Linguistics.

Reviews

Montee, M. (2011). [Review of the book *Questionnaires in second language research: construction, administration and processing*.] *System*, 39(4), 554-555.

Presentations

Papers

Montee, M. & Kenyon, D. (2016, April). *Can a large-scale performance assessment influence instruction for English Learners? Evidence from WIDA's ACCESS for ELLs 2.0*. Paper delivered at the National Council on Measurement in Education annual conference, Washington, D.C.

Montee, M. & Musser, S. (2016, April). *Supporting extended discourse through a computer-delivered assessment of speaking*. Paper delivered at the National Council on Measurement in Education annual conference, Washington, D.C.

Montee, M. & Malone, M. (2014, June). *Computerized oral proficiency assessment and young language learners: Comparing performances in two contexts*. Paper presented at the Language Testing Research Colloquium, Amsterdam, The Netherlands.

Montee, M., Malone, M., Massoud, L. & Musser, S. (2013, October). *Task modeling and examinee language on a computerized speaking test*. Paper presented at the East Coast Organization of Language Testers, Washington, D.C.

Wright, L.W., Kenyon, D.M., & **Montee, M.** (2013, March). *Operationalizing academic English for national assessment: Applying an argument-based approach to test validity*. Paper presented at the American Association of Applied Linguistics, Dallas, TX.

Montee, M. (2012, March). *Textual analysis of proficiency-based differences in test reading passages*. Paper presented at the Georgetown University Roundtable on Languages and Linguistics, Washington, D.C.

Weigle, S. C. & **Montee, M.** (2011, October). *Textual borrowing and rater perceptions in integrated writing tasks*. Paper presented at the East Coast Organization of Language Testers, Washington, D.C.

Weigle, S. C., Yang, W., **Montee, M.**, Shaver, S., & Conley, W. (2011, March). *Assessing reading through short answer questions: validity evidence from a cognitive processing perspective*. Paper presented at the American Association of Applied Linguistics, Chicago, IL.

Weigle, S. C., Yang, W., **Montee, M.**, Shaver, S., & Conley, W. (2010, October). *Assessing reading through short answer questions: validity evidence from a cognitive processing perspective*. Paper presented at the East Coast Organization of Language Testers, Washington, DC.

Malone, M., **Montee, M.**, & Yin, C. (2010, April). *User perceptions of academic language ability and the TOEFL iBT*. Paper presented at the Language Testing Research Colloquium (LTRC), Cambridge, U.K.

Montee, M., & Amoroso, L. (2010, March). *Student beliefs about academic tasks on the TOEFL® Internet-based test*. Paper presented at the annual conference of the American Association for Applied Linguistics (AAAL), Atlanta, GA.

Malone, M., **Montee, M.**, & Yin, C. (2010, March). *The TOEFL Internet-based test: user beliefs about academic tasks*. Paper presented at the annual conference of the American Association for Applied Linguistics (AAAL), Atlanta, GA.

Malone, M., **Montee, M.**, & Yin, C. (2009, November). *Test user beliefs about the TOEFL Internet-based test*. Paper presented at the East Coast Organization of Language Testers (ECOLT), Washington, DC.

Bauman, J., Wright, L., Macgregor, D., Spokane, A. & **Montee, M.** (2009, March). *The discourse of assessments: addressing linguistic complexity in content and English language proficiency tests through linguistic analyses*. Symposium presented at LTRC, Denver, CO.

Cranley, E., Macgregor, D. Christenson, J., Himmel, J., Spokane, A., & **Montee, M.** (2009, March). *Teacher input in test development*. Colloquium presented at TESOL, Denver, CO.

Malone, M. & **Montee, M.** (2009, March). *Test user beliefs about TOEFL iBT tasks*. Paper presented at AAAL, Denver, CO.

Malone, M., **Montee, M.**, and Nier, V. (2008, November). *Online resources for selecting foreign language assessments*. Paper presented at ACTFL, Orlando, FL.

Montee, M., Gallagher, C., Malone, M. and Nier, V. (2008, April). *Assessment literacy and test selection: an online resource*. Paper presented at the University of Illinois at Chicago Language Symposium, Chicago, IL.

Montee, M., and Malone, M. (2008, April). *Using teacher input in high-stakes assessment*. Paper presented at TESOL, New York City, NY.

Gallagher, C., **Montee, M.**, and Malone, M. (2007, November). *What every foreign language teacher should know about assessment*. Paper presented at ACTFL, San Antonio, TX.

Malone, M., Gallagher, C., & **Montee, M.** (2007, November). *Assessment literacy and language instructors: past, present and suggestions for the future*. Paper presented at ECOLT, Washington, DC.

Malone, M., Gallagher, C., and **Montee M.** (2007, November). *US foreign language assessment practices: insights from online survey research*. Paper presented at ACTFL, San Antonio, TX.

Cavella, C., Gallagher, C., **Montee, M.**, Thomas, L., Malone, M., & Connor Linton, J. (2007, April). *Spanish in the U.S. vs. Spanish abroad: how does learning context affect fluency?* Paper presented at AAAL, Costa Mesa, CA.

Malone, M., **Montee, M.** & Gallagher, C. (2007, March). *What every teacher should know about testing*. Paper presented at TESOL, Seattle, WA.

Poster and Work-in-Progress Presentations

Montee, M., Musser, S., and Malone, M. (2015, March). *Task structure and language production: applications for computerized oral proficiency assessment*. Poster presented at AAAL, Toronto, Canada.

Montee, M. & Bitterman, T. (2015, March). *Rubric development through the lens of a can do philosophy*. Poster presented at the Language Testing Research Colloquium, Toronto, Canada.

Musser, S., **Montee, M.**, Massoud, L., & Malone, M. (2014, June). *Overlap between task models and student production on an oral proficiency test for young learners*. Poster presented at the Language Testing Research Colloquium, Amsterdam, The Netherlands.

Montee, M., Vdovina, T., Dockett, L., & Malone, M. (2013, March). *Prototyping computerized assessment tasks for measuring academic oral English language proficiency*. Roundtable session presented at the annual meeting of the American Association of Applied Linguistics, Dallas, TX.

Montee, M., Dockett, L., Vdovina, T. & Malone, M. (2012, November). *Domain and task analysis for a test of academic speaking proficiency*. Poster presented at the East Coast Organization of Language Testers, Washington, DC.

Montee, M. (2011, October). *Task complexity features and speaking test performance*. Poster presented at the East Coast Organization of Language Testers, Washington, DC.

Donovan, A., Malone, M., DiSilvio, F. & **Montee, M.** (2011, October). *Bridging the gap: how language testers can build assessment literacy in practitioners of other fields*. Poster presented at the East Coast Organization of Language Testers, Washington, DC.

Montee, M. & Weigle, S. (2010, October). *Comparing teacher and student perceptions of writing ability with test-based measures*. Poster presented at the East Coast Organization of Language Testers, Washington, DC.

Malone, M., **Montee, M.** & Hoover, J. (2009, March). *Test-user beliefs about the TOEFL iBT*. Poster presented at TESOL, Denver, CO.

Malone, M. & **Montee, M.** (2009, March). *The TOEFL iBT and test user beliefs*. Work in progression presented at LTRC, Denver, CO.

MacGregor, D., **Montee, M.**, and Spokane, A. (2008, November). *Field testing performance assessments: quantitative and qualitative methods*. Poster presented at ECOLT, Washington, DC.

Malone, M. and **Montee, M.** (2008, November). *User beliefs about Internet-based TOEFL items*. Poster presented at ECOLT, Washington, DC.

Montee, M., and Malone, M. (2008, April). *Teacher input in high-stakes assessment*. Poster presented at AAAL, Washington, DC.

Montee, M. and Malone, M. (2007, November). *Teacher input in high stakes assessment*. Poster presented at ECOLT, Washington, DC.

Gallagher, C., **Montee, M.,** Malone, M. & Schissel, J. (2007, June). *Foreign language test database*. Poster presented at the Interagency Language Roundtable Showcase, Washington, DC.

MacGregor, D., Gallagher, C., & **Montee, M.** (2006, November). *Improving assessment literacy: An online guide to test selection*. Poster presented at the American Council on the Teaching of Foreign Languages Convention, Nashville, TN.

Gallagher, C. & **Montee, M.** (2006, October). *Revisions to CAL's foreign language test database*. Poster presentation at ECOLT, Washington, DC.

Workshops and Invited Presentations

Montee, M. (2018, May). *Effective World Language Assessment Practices*. Workshop presented to local educators, Washington, DC.

Montee, M. & Malone, M. (2018, April). *Understanding Language Development through Formative Assessment*. AELRC Workshop, Washington, DC.

Montee, M. & Chapman, M. (2017, October). *ACCESS for ELLS 2.0 Speaking Test & Scoring*. Invited workshop presented at the WIDA National Conference, Tampa, FL.

Chapman, M. & Montee, M. (2017, October). *ACCESS for ELLS 2.0 Writing Test & Scoring*. Invited workshop presented at the WIDA National Conference, Tampa, FL.

Montee, M., Thompson, L., Donovan, A. & Bach, A. (2011, October). *Assessment training using a blended learning model*. Invited presentation, STARTALK Fall Conference, Washington, DC.

Malone, M. & Montee, M. (2011, January). *Understanding assessment*. Invited workshop for the University of New Mexico, Albuquerque, NM.

Montee, M. (2010, September). *SOPI Familiarization Workshop*. Invited workshop for the University of Missouri-St. Louis, St. Louis, MO.

Malone, M., Sugarman, J. and Montee, M. (2009, July). *Planning for language program evaluation*. Invited workshop for the National Capital Language Resource Center Summer Institutes, Washington, DC.

Montee, M. & Nier, V. (2009, June). *Understanding assessment: applications for foreign language teachers*. Invited workshop for the National Capital Language Resource Center Summer Institutes, Washington, DC.

Montee, M. (2008, August). *Assessment in the Arabic classroom*. Invited presentation for Arabic language instructors at the American Councils for International Education, Washington, DC.

Malone, M., Montee, M., (2008, June). *Assessment*. Workshop for Arabic and Chinese language educators presented at George Mason University, Fairfax, VA.

Malone, M., Montee, M., and Nier, V. (2008, June). *Understanding assessment: applications for foreign language teachers*. Invited workshop for the National Capital Language Resource Center Summer Institutes, Washington, DC.

Malone, M., Thompson, L., Montee, M., and Nier, V. (2008, June). *STARTALK assessment training*. Three-day workshop conducted at the Center for Applied Linguistics, Washington, DC.

Malone, M., Sugarman, J. and Montee, M. (2008, May). *Planning for language program evaluation*. Workshop for the National Capital Language Resource Center Summer

Institutes, Washington, DC.

Malone, M., Thompson, L., and **Montee, M.** (2007, October). *Understanding assessment*. Invited workshop for foreign language instructors conducted at the United States Naval Academy, Annapolis, MD.

Malone, M., Thompson, L., and **Montee, M.** (2007, September). *Standards-based curriculum development*. Invited workshop for foreign language instructors conducted at the United States Naval Academy, Annapolis, MD.

Malone, M., Gallagher, C., & **Montee, M.** (2007, June). *Understanding assessment: applications for foreign language teachers*. Invited workshop for the National Capital Language Resource Center Summer Institutes, Washington, DC.

Montee, M. (2007, February). *Understanding assessment*. Invited workshop for foreign language instructors conducted at the University of Wisconsin, Milwaukee, WI.

Malone, M., Gallagher, C., & **Montee, M.** (2006, June). *Understanding assessment: applications for foreign language teachers*. Workshop for the National Capital Language Resource Center Summer Institute, Washington, DC

CAMELOT MARSHALL

Principal Assessment Specialist
ACTFL Center for Assessment, Research, and Development
1001 N. Fairfax Street, Suite 200
Alexandria, VA 22314
703.894.2900

EDUCATION

Ph.D. in Russian and Second Language Acquisition 2000

Bryn Mawr College, Bryn Mawr, PA

Dissertation: Post-Soviet Language Policy and the Language Utilization Patterns of Kyivan Youth: Case Study of a Bilingual Society in Transition

Pennsylvania Teacher Certification 1995

MA in Russian and Second Language Acquisition 1992

Bryn Mawr College, Bryn Mawr, PA

Thesis: A Quantitative Analysis of the Interrelationship of Cross-skills on Oral Proficiency Gain during Immersion-Based Learning

BA in French 1986

Washington University, St. Louis, MO

EMPLOYMENT

Principal Assessment Specialist

American Council on the Teaching of Foreign Languages (ACTFL) 2017-present

Manager, Assessment and Curriculum Development

American Councils for International Education 2008-2017

Research Specialist

American Councils for International Education 2002-2008

TEACHING EXPERIENCE

Adjunct Professor University of Maryland 2004

Graduate Course: Research Methods in Second Language Acquisition: Russian as a Heritage Language

Lecturer in Russian Bryn Mawr College 2000-2002

Courses: First-, second-, and third-year Russian language classes; Senior Seminar
Graduate Course: Second Language Acquisition and Ethnography

Instructor of Russian University of Delaware 1996-2000

Courses: First- and second-year Russian language classes

Teacher of Russian The Haverford School Summers 1997, 1998, 1999
Minds in Motion Summer Camp: Introduction to Russian Grades 5-8th

GRANTS AND AWARDS

U.S. Department of Education Fellowship, Summer Language Teachers' Program Moscow State University, Russia	2001
Travel Grant Fellowship, Bryn Mawr College Follow-up dissertation research, Kyiv, Ukraine	January 1998
Graduate Fellowship, Bryn Mawr College	1996 – 1997
U. S. Information Agency Regional Exchange Fellowship Dissertation Research, Kyiv, Ukraine	1995 – 1996
Fox Fellowship, Bryn Mawr College Moscow State University, Russia	Summer 1992
Pushkin Institute of Russian Language and Literature, Moscow, Russia	1990 – 1991
Ford Foundation Teacher Institute, Bryn Mawr College, Bryn Mawr, PA	Summer 1990

PUBLICATIONS

Marshall, C. (2010). Examining the 2010 Prototype AP[®] Russian Exam through a College Comparability Study. *Russian Language Journal*, 60, 319-331.

Bazarova, S.I., Lekic, M. D., and Marshall, C. (2009). The Online Proficiency-referenced Reading, Listening, and Integrated Writing Assessment Program in Russian: Report to the Field. *Russian Language Journal*, 59, 59-78.

Marshall, C. (2009). The Online Prototype AP[®] Russian Examination: An Evaluation of Its Reliability and Validity, in *Mnemosynon: Studies on Language and Culture in the Russophone World*, Publishing Company: Azbukovnik, Moscow.

Marshall, C. (2002). Post-Soviet Language Policy and Language Utilization Patterns of Kyivan Youth," in *Language Policy*, 1: 237-260.

CONFERENCE PRESENTATIONS

"NEWL Portuguese: Overview and Q&A Session on a New National Exam for College Placement or Credit," Annual Conference of the American Association of Teachers of Spanish and Portuguese (AATSP), Miami, FL, 2016.

“Assessment and Articulation: What Prototype AP[®] Russian Students Can Do,” Annual Convention of American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, TX, 2014.

“Preparing for the Prototype AP[®] Russian Exam,” Annual Conference of American Association of Teachers of Slavic and East European Languages (AATSEEL), Boston, MA, 2013.

“Proficiency Assessments for Critical Languages: Focus on the Interpretive Mode,” Annual Convention of American Council on the Teaching of Foreign Languages (ACTFL), Philadelphia, PA, 2012.

“The Anatomy of a Test Item: From Inception to Administration,” Annual Conference of American Association of Teachers of Slavic and East European Languages (AATSEEL), Seattle, WA, 2012.

“The Collaborative Process of Online Assessment for Less Commonly Taught Languages,” Annual Convention of American Council on the Teaching of Foreign Languages (ACTFL), Denver, CO, 2011.

“Moving Assessment of LCTLs to Professional Levels,” National Council of Less Commonly Taught Languages (NCOLCTL), Madison, WI, 2010.

"Тесты нового поколения: от модели к реализации," ("Test for the New Generation: From a Model to Realization") Eleventh Congress of the International Association of Russian Language and Literature Teachers (MAPRIAL) Международная ассоциация преподавателей русского языка и литературы (МАПРЯЛ), Varna, Bulgaria, 2007.

“Technology Files: Secrets and Strategies. The On-Line AP[®] Russian Course and Examination,” Annual Convention of American Council on the Teaching of Foreign Languages (ACTFL), Nashville, TN, 2006.

“The Design and Content of the Russian AP Examination,” Annual Convention of American Council on the Teaching of Foreign Languages (ACTFL), Baltimore, MD, 2005.

“The Russian AP Score Report: How is it Calculated, Implications for College Placement of Entering Freshmen,” Annual Conference of American Association of Teachers of Slavic and East European Languages (AATSEEL), 2005.

"The Russian AP Project: Curriculum and Examination,” Annual Convention of American Council on the Teaching of Foreign Languages (ACTFL), Chicago, IL, 2004.

"Содержание и употребление русского языка в Киеве научное исследование в русской школе," ("Russian Language Maintenance and Use in Kiev: Research in a Russian School") Tenth Congress of the International Association of Russian Language and Literature Teachers (MAPRIAL) Международная ассоциация преподавателей русского языка и литературы (МАПРЯЛ), St. Petersburg, Russia, 2003.

“A Preliminary Study of the Effects of Official Language Policy in a Russian School: A Comparison of 1998 and 2002 Student Language Utilization Patterns,” World Convention of the Association for the Study of Nationalities (ASN), New York, NY, 2002.

“Post-Soviet Language Policy and Language Shift in Ukraine,” World Convention of the Association for the Study of Nationalities (ASN), New York, NY, 2001.

“Russian as a Regional Language,” Annual Convention of American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA, 2000.

“Language Use and Language Shift Among Ukrainian Youth in Kyiv,” Annual Conference of American Association of Teachers of Slavic and East European Languages (AATSEEL), Chicago, IL, 1999.

“Language Shift in Ukraine: A Bilingual Society in Transition,” Annual Convention of American Council on the Teaching of Foreign Languages (ACTFL), Dallas, TX, 1999.

MEMBERSHIP

International Language Testing Association (ILTA)

American Association of Teachers of Slavic and East European Languages (AATSEEL)

American Council on the Teaching of Foreign Language (ACTFL)

American Council of Teachers of Russian (ACTR)

VOLUNTEER SERVICE

Evaluation and Assessment Consultant and Editor

STARTALK Infrastructure Grant

Discover Russia! A Program of Study (course) for pre-college students at the Intermediate Level

Volunteer

Girl Scouts

EDUCATION

University of California, Los Angeles

PhD June 2017 Linguistics
Dissertation: *Suprasegmental aspects of code-switching in Spanish-Basque bilinguals*
Advisor: Sun-Ah Jun
Committee: Bruce Hayes, Pat Keating, Gorka Elordieta

MA 2014 Linguistics
Thesis: *Intonational phonology of Miami Cuban Spanish: An AM model*
Advisor: Sun-Ah Jun
Committee: Bruce Hayes and Kie Zuraw

Florida State University

MA 2012 Spanish (Hispanic Linguistics)
Thesis: *How nosy are you? An acoustic analysis of Portuguese nasal vowels by native speakers and second-language learners*
Advisor: Carolina González
Committee: Michael Leeser and Gretchen Sunderman

BA 2009 Music
Spanish Literature (minor)

RESEARCH INTERESTS

Bilingualism, language acquisition, pedagogy, bilingual education, educational effectiveness, international affairs, critical languages

¹ Previously known as Ann Aly Bailey from 2009-2015
Ann Aly CV Page 1

PROFESSIONAL EXPERIENCE

Workshops and Certification Manager

2017-
present

ACTFL, Alexandria, VA

- Author materials to for workshops
- Develop learning materials with attention to: sound assessment, methodology, and learner engagement principles as well as by applying tested instructional design theories and practices
- Transform pre-established content into eLearning courses to be delivered via the web
- Create elements for interactive web training using text, photographs, sound, animation, drawings, virtual reality, simulations, and video
- Coordinate with ACTFL staff and other members of the freelance team on various project components

Teaching Assistant Consultant

2015-

2016

Department of Linguistics, UCLA

- Developed and taught curriculum for a pedagogy course to train ten rising educators on topics including student assessment, teacher observation, microteaching, and ethics
- Co-created and led professional development workshops for new and returning teaching assistants from various disciplines on lesson planning and time management in the university

Academic Manager

2015-

present

Franklin Educational Services

- Provided individualized (one-on-one) academic subject support for high school students in foreign language, humanities, social science courses
- Assessed and developed strategies for executive function control, such as organization, study skills, planning, and time management
- Addressed the needs of students with learning exceptionalities and challenges by tailoring methods to maximize student efficiency, motivation, and focus

Rater, Test of Oral Proficiency

2014-

present

Office of Instructional Development (UCLA)

- Evaluated live English proficiency exams (pronunciation, grammar, rhetorical organization, and question handling) administered to international graduate students before their first term of teaching

Teaching Fellow and Graduate Researcher

2012-

present

Linguistics, UCLA (2013-present); Spanish and Portuguese, UCLA (2012-2013)

- Conducted research on Spanish, Basque, and Llogoori using qualitative and quantitative methods, including demographic surveys, interviews, and experimental (production and perception) tasks
- Advised six research assistants on research protocol, and data analysis tools, such as statistical analysis and visual data organization
- Taught beginning and intermediate Spanish courses for undergraduate and graduate students for three terms
- Assisted and taught lower and upper-division linguistics courses for 8 terms, including courses on bilingualism and introductory linguistics
 - **Courses taught as instructor:**
 - Spanish 1-3 (SPAN 1, 2, 3)
 - Bilingualism and Second Language Acquisition (LING 140)
 - Phonology 1 (LING 120A)
 - Introduction to Linguistics (LING 1)
 - College Teaching of Linguistics (LING 495)
 - **Courses taught as teaching assistant:**
 - Introduction to General Phonetics (LING 103; TA to Pat Keating)
 - Introduction to Applied Phonetics (LING 102; TA to Megha Sundara)
 - Introduction to the Study of Language (LING 1; TA to Vrinda Chidambaram)
 - Experimental Phonetics (LING 104; TA to Sun-Ah Jun)
 - Phonology 1 (LING 120A; TA to Kie Zuraw)

Instructor

20

11

Federal University of Itajubá, Brazil

- Created and taught three intensive English courses to 30 undergraduate engineering students seeking international work

Instructor and Graduate Researcher

2010-

2012

Department of Modern Languages, Florida State University

- Taught beginning and intermediate-level Spanish courses for undergraduate students for five terms
 - Courses taught as instructor: Spanish 1-3 (SPN 1120, 1121, 2220)
- Collaborated with a faculty member to conduct classroom research testing methods of teaching pronunciation to language learners

PEER-REVIEWED PUBLICATIONS

Aly, Ann, Stephanie Jacobson, Nancy Ward, & Megha Sundara (in preparation).
Acoustic correlates of stress in Spanish infant-directed speech.

Ann Aly CV Page 3

- Aly, Ann (in preparation). Is less more? Predictors of academic performance in bilingual and monolingual US college students.
- Glewwe, Eleanor & **Ann Aly**. (in press). Palatalization in Llogoori. Proceedings of ACAL 46, 2014.
- Aly, Ann (in press). Code-switching in Miami Cuban Spanish: Segmental and Suprasegmental effects. In Cuza, A. (ed) *Contemporary Approaches to Cuban Spanish Dialectology*. Georgetown University Press.
- Aly, Ann. (2015). The multiple prosodic cues differentiating questions and statements in Miami Cuban Spanish. In Proceedings of *The 18th International Congress of Phonetic Sciences*. University of Glasgow Press: Glasgow.
- Aly Bailey, Ann. (2014). Cuban Spanish Intonation: A preliminary AM model. In Campbell, N., Gibbon, D., & D. Hirst. Proceedings of *Speech Prosody 7* (pp. 809- 813). Trinity College, Dublin, Ireland
- Aly Bailey, Ann. (2013). Similar, yet different: Acquisition of Brazilian Portuguese nasal vowels by native speakers and Spanish-English bilinguals. In J. Aaron, J. Cabrelli Amaro, G. Lord, & A. de Prada Pérez. *Selected Proceedings of the 16th Hispanic Linguistics Symposium* (pp. 128-142) Somerville, MA: Cascadilla Proceedings Project.
- Aly Bailey, Ann & Anel Brandl. (2013). Incorporating pronunciation instruction in the beginning Spanish language classroom: A perceptual study. In J. Levis & K. Levelle (ed.) *Proceedings of the 4th Pronunciation in Second Language Learning and Teaching Conference, 2012* (pp. 207-223). Ames, IA: Iowa State University.

CONFERENCE PRESENTATIONS

- Aly, Ann**, Stephanie Jacobson, Nancy Ward, and Megha Sundara. (November 2016). "Levels of prominence in Spanish infant-directed speech". Poster to be presented at the *5th Joint Meeting of the Acoustical Society of America and the Acoustical Society of Japan*, Honolulu, HI.
- Aly, Ann. (November 2016). "Bidirectional prosodic effects of code-switching in Spanish- Basque bilinguals". Poster to be presented at the *5th Joint Meeting of the Acoustical Society of America and the Acoustical Society of Japan*, Honolulu, HI.
- Aly, Ann. (September 2016). "Prosodic patterns of code-switching in Spanish-Basque Bilinguals". Paper presented at *Tone and Intonation in Europe*

2016, University of Kent.

Risdal, Megan, **Ann Aly**, Adam Chong, Patricia Keating, and Jesse Zymet. (July 2016) "On the link between glottal vibration and sonority". Poster to be presented at the *15th Conference on Laboratory Phonology*, Cornell University.

Risdal, Megan, **Ann Aly**, Adam Chong, Patricia Keating, and Jesse Zymet. (January 2016) "The relationship between sonority and glottal vibration". Talk presented at CUNY Phonology Forum on Sonority, City University of New York.

Aly, Ann (2015, August). "The multiple prosodic cues differentiating statements and questions in Miami Cuban Spanish". Poster presented at the *International Congress of Phonetic Sciences (ICPhS)* in Glasgow, Scotland.

Glewwe, Eleanor & **Ann Aly** (2015, March). "Palatalization in Logoóri". Paper presented at the *Annual Conference on African Linguistics (ACAL 48)* at University of Oregon.

Aly Bailey, Ann. (2014, October). "Intonational Phonology of Miami Cuban Spanish". Paper presented at *Intonation and Tone in the Spanish-speaking World* conference at University of Massachusetts, Amherst.

Aly Bailey, Ann. (2014, May). "Cuban Spanish Intonation: A preliminary model". Poster presented at *Speech Prosody 7*, Trinity College, Dublin, Ireland.

Aly Bailey, Ann and Anel Brandl (2014, March) "Starting with stops: Instruction on /p, t, k/ in the first-year Spanish classroom". Paper presented at the *Best Practices in Classroom Pronunciation Instruction* session of *Current Approaches to Spanish and Portuguese Second Language Phonology*, Georgetown University, Washington D.C.

Aly Bailey, Ann (2014, March) "Suprasegmental effects of code-switching in Cuban Spanish Speakers". Poster presented at *Current Approaches to Spanish and Portuguese Second Language Phonology*, Georgetown University, Washington D.C.

Aly Bailey, Ann (2013, June) "The nose knows: Differences in nasal and nasalized vowels as produced by native and L3 speakers of Brazilian Portuguese". Poster presented at *Phonetics and Phonology in Iberia*, University of Lisbon, Portugal.

Aly Bailey, Ann and Anel Brandl (2013, April) "Learner sensitivity to L2 phonetic features: How perceptual development can inform pedagogy". Paper presented at *X Annual Spanish and Portuguese Graduate Conference*, University of California, Los Angeles.

Aly Bailey, Ann and Anel Brandl (2013, March) "An early intervention: Exposing beginning Spanish learners to L2 pronunciation features". Paper presented at *Spanish in the U.S. and In Contact*, University of Texas Pan-American.

Aly Bailey, Ann (2012, October) "How nosy are you? An acoustic analysis of Brazilian Portuguese nasal vowels by native speakers and second-language learners". Poster presented at *Hispanic Linguistics Symposium*, University of Florida.

Aly Bailey, Ann and Anel Brandl (2012, August) "Incorporating pronunciation instruction in the beginning Spanish language classroom: A perceptual study". Poster at *Pronunciation in Second Language Teaching and Learning*, Vancouver, British Columbia, Canada.

Aly Bailey, Ann (2012, February) "Portuguese nasal vowels: Native and non-native acoustic realizations" (intermediate results). Paper presented at *Current Approaches to Spanish and Portuguese Second Language Phonology*. University of South Carolina.

Aly Bailey, Ann (2011, October) "Portuguese nasal vowels: Native and non-native acoustic realizations" (preliminary results). Paper presented at *Encontro Internacional de língua e lingüística*. University of Évora, Portugal.

UNDERGRADUATE MENTORSHIP

The following undergraduate students served as research assistants for a minimum of an academic quarter for course credit (LING 197; professor of record is Sun-Ah Jun) in which they learned acoustic phonetics and research skills under my supervision and guidance

Winter 2014: Ulysses Cázares.

- Skills: *Praat* annotation, phonetic transcription (Spanish), duration measurements
- Original pilot study for final paper: "El estado psicológico a través de propiedades conversacionales" ("The psychological state through conversational properties"), a pilot study on prosodic correlates to dominance and holding the floor.

Spring 2014: Sergio Davila.

- Skills: *Praat* annotation, transcription (Spanish) running scripts (duration), basic statistical analyses
- Original pilot study for final paper: "Mexican Spanish Speakers' Perception of Cuban Spanish Intonation"

Summer 2014: Karianna Muckle

- Skills: *Praat* annotation and segmentation, transcription (Spanish and Basque)

Fall 2014: Samantha Hudson

- Skills: Skills: *Praat* annotation and segmentation, transcription (Spanish and Catalan), running scripts (duration and file management), formant measurements

Winter 2015-Summer 2016: Kasey Merten and Jessica Saisi

- Skills: *Praat* annotation, transcription (Spanish, Basque, Catalan), running scripts (duration, formants, pitch, file management), data organization/visualization, experimental design

INVITED TALKS AND WORKSHOPS

- 2013 “Cuban Spanish ToBI (Tone and Break Indices): Preliminary Findings” presented to Bruin Linguists, University of California, Los Angeles
- 2012 “*Praat*: Advanced techniques”, Florida State University
- 2011 “Acoustics of Portuguese vowels”, University of Passo Fundo, Brazil

AWARDS AND HONORS

- 2016 Best Student Presenter, *Tone and Intonation in Europe*
- 2016-2017 UCLA Dissertation Year Fellowship (\$20,000)
- 2016 ISCA Tuition and Travel Grant to Aix en Provence Summer School on Prosody (€340)
- 2015 UCLA Ladefoged Scholarship Grant (\$700)
- 2015 Gösta Bruce Conference Travel Scholarship (from the International Phonetic Association) (€350)
- 2014 UCLA Graduate Summer Research Mentorship (\$6000)
- 2013 UCLA Graduate Summer Research Mentorship (\$6000)
- 2012 Best Graduate Student Poster (with Anel Brandl) *Pronunciation in Second Language Teaching and Learning*, Vancouver, British Columbia
- 2011-2012 Florida State University Graduate Student Grant (\$1000)
- 2011 Winthrop-King Research Assistance Grant (\$1200)
- 2010-2012 Winthrop-King Teaching Assistantship Enhancement (\$2600)
- 2010-2011 Outstanding Graduate Student in Portuguese, Florida State University

SERVICE

2014-2015 *Vice President*, Graduate Linguistics
Circle 2014-2015 *Member*, Colloquium Speakers
Committee
2012-2013 *Committee Member*, Spanish & Portuguese Graduate
Student Conference
2011-present *Member*, Sigma Delta Pi Hispanic Honor Society
Service activities: Co-director for Spanish Language Table,
volunteer Spanish tutor (all levels)

LANGUAGE PROFICIENCY

English Native
Spanish Near-native fluency
Portuguese Advanced reading, writing, and
speaking Italian Intermediate reading, writing, and
speaking Basque Reading and analytical knowledge
Tagalog Reading and analytical
knowledge Llogoori Reading and
analytical knowledge

COMPUTER AND ANALYTICAL FLUENCY

- Statistical programs: R, SPSS, Stata, Excel
- Experimental programs: SuperLab, Matlab
- Acoustic analysis: Praat, Audacity, Synthworks

JOHN M. NORRIS

Senior Research Director
Educational Testing Service
e-mail: jnorris@ets.org

1. EDUCATION

- 1997-04: **Ph.D. in Second Language Acquisition**, University of Hawai‘i at Mānoa.
Dissertation: *Validity evaluation in foreign language assessment*. Chair: James D. Brown.
- 1994-96: **M.A. in English as a Second Language**, University of Hawai‘i at Mānoa. Thesis:
A validation study of the ACTFL Guidelines and the German Speaking Test. Chair:
James D. Brown.
- 1985-89: **B.A. in Modern Languages/German (*cum laude*)**, Texas A&M University.
Minors: English, History, Philosophy, Political Science.

2. ACADEMIC AND PROFESSIONAL HISTORY

- 2016-present: **Research and Development, Educational Testing Service**
Senior Research Director, Center for English Language Learning and Assessment
(2017-present)
Principal Research Scientist (equivalent to full professor) (2016-present)
- 2012-15: **Department of Linguistics, Georgetown University**
Associate Professor (with tenure).
- 2004-12: **Department of Second Language Studies, University of Hawai‘i at Mānoa**
Assistant Professor (2004-2008), Associate Professor with tenure (2009-2012).
- 2002-03: **Northern Arizona University, Office of Academic Assessment**
Assessment specialist: Worked with faculty, administration, staff, and students
across the campus to develop and implement institutional, departmental, and
course-based assessments of student learning outcomes to meet a variety of
educational and accountability purposes.
- 1998-02: **Freelance Educational Consultant**
Test development, program evaluation, and curriculum design consultancies in
the U.S. and abroad.
- 1995-98: **University of Hawai‘i at Mānoa**
Taught, tutored, assessed, and developed curriculum for English language learners
in various units across campus: English Language Institute, John A. Burns School
of Medicine, Hawaii Institute of Geophysics, College of Continuing Education

1993-94: **João Pessoa, Brazil**
Taught English learners of all ages at schools in Brazil: CCAA English School,
Liberty Inglés

3. PUBLICATIONS

Books Authored

Sasayama, S., Malicka, A., & Norris, J. M. (under contract). Cognitive task complexity: A research synthesis and meta-analysis. Amsterdam: John Benjamins.

Norris, J. M., Davis, J., & Timpe-Laughlin, V. (2017). Second language educational experiences for adult learners. London, UK: Routledge.

Byrnes, H., Maxim, H., & Norris, J. M. (2010). Realizing advanced FL writing development in collegiate education: Curricular design, pedagogy, assessment. Modern Language Journal, Monograph. Cambridge: Wiley-Blackwell.

Norris, J. M. (2008). Validity evaluation in language assessment. Frankfurt am Main, Germany: Peter Lang.

Brown, J. D., Hudson, T. D., Norris, J. M., & Bonk, W. (2002). Investigating task-based second language performance assessment. Honolulu: University of Hawai'i Press.

Norris, J. M., Brown, J. D., Hudson, T. D., & Yoshioka, J. K. (1998). Designing second language performance assessment. Honolulu: University of Hawai'i Press.

Books and Special Issues Edited

Norris, J. M. (Ed.). (in press). Developing C-tests for estimating proficiency in foreign language research. Frankfurt am Main, Germany: Peter Lang.

Davis, J., Norris, J. M., Malone, M., McKay, T., & Son, Y. (Eds.). (in press). Useful assessment and evaluation in language education. Washington, DC: Georgetown University Press.

Norris, J. M., & Davis, J. (Eds.) (2015). Student learning outcomes assessment in college foreign language programs. Honolulu, HI: National Foreign Language Resource Center.

Norris, J. M., Ross, S., & Schoonen, R. (Eds.). (2015). Improving and extending quantitative reasoning in second language research. Currents in Language Learning, volume 2. Cambridge: Wiley-Blackwell.

Norris, J. M., & Mills, N. (Eds.) (2014). Innovation and accountability in foreign language program evaluation. AAUSC Series Issues in Language Program Direction. Boston: Heinle.

Norris, J. M. (Ed.) (2009). Special issue: Understanding and improving language education through program evaluation. Language Teaching Research, 13(1).

- Norris, J. M., Davis, J., Sinicrope, C., & Watanabe, Y. (Eds.) (2009). Toward useful program evaluation in college foreign language education. Honolulu, HI: National Foreign Language Resource Center.
- Van den Branden, K., Bygate, M., & Norris, J. M. (Eds.) (2009). Task-based language teaching: A reader. Amsterdam: John Benjamins.
- Norris, J. M., & Ortega, L. (Eds.) (2006). Synthesizing research on language learning and teaching. Amsterdam: John Benjamins.
- Norris, J. M. (Ed.) (2002). Special issue: Task-based language assessment. Language Testing, 19(4).

Refereed Articles and Book Chapters: Single-Authored

- Norris, J. M. (2018). Developing and investigating C-tests in eight languages: Measuring proficiency for research purposes. In J. M. Norris (Ed.), Developing C-tests for estimating proficiency in foreign language research. Frankfurt am Main, Germany: Peter Lang.
- Norris, J. M. (2016). Current uses for task-based language assessment. Annual Review of Applied Linguistics, 36. DOI 10.1017/S0267190516000027.
- Norris, J. M. (2016). Language program evaluation. Modern Language Journal, 100(s), 169-189. [Special Issue "Celebrating the MLJ's centenary"] DOI: 10.1111/modl.12307.
- Norris, J. M. (2015). Discriminant analysis. In L. Plonsky (Ed.), Advancing quantitative methods in second language research (pp. 309-332). New York: Routledge.
- Norris, J. M. (2015). Statistical significance testing in second language research: Basic problems and some solutions. In J. M. Norris, S. Ross, & R. Schoonen (Eds.), Improving and extending quantitative reasoning in second language research (pp. 95-124). Currents in Language Learning, volume 2. Cambridge: Wiley-Blackwell.
- Norris, J. M. (2015). Thinking and acting programmatically in task-based language teaching: Essential roles for program evaluation. In M. Bygate (Ed.), *Domains and directions in the development of TBLT: A decade of plenaries from the international conference* (pp. 27-57). Amsterdam: John Benjamins.
- Norris, J. M. (2013). Some challenges in assessment for teacher licensure, program accreditation, and educational reform. Modern Language Journal, 97(2), 554-560.
- Norris, J. M. (2012). Meta-analysis. In C. Chapelle (Ed.), Blackwell Encyclopedia of Applied Linguistics. Cambridge: Blackwell.
- Norris, J. M. (2009). Task-based teaching and testing. In M. Long and C. Doughty (Eds.), Handbook of language teaching (pp. 578-594). Cambridge: Blackwell.

- Norris, J. M. (2009). Understanding and improving language education through program evaluation: Introduction to the special issue. Language Teaching Research, 13(1), 7-13.
- Norris, J. M. (2006). Assessing foreign language learning and learners: From measurement constructs to educational uses. In H. Byrnes, H. Weger-Guntharp, & K. Sprang (Eds.), GURT 2005: Educating for Advanced Foreign Language Capacities: Constructs, Curriculum, Instruction, Assessment (pp. 167-187). Washington, DC: Georgetown University Press.
- Norris, J. M. (2006). Development and evaluation of a curriculum-based German C-test for placement purposes. In R. Grotjahn (Ed.), Der C-Test: Theoretische Grundlagen und praktische Anwendungen (vol. 5) (pp. 45-83). Frankfurt am Main, Germany: Peter Lang.
- Norris, J. M. (2006). The why (and how) of student learning outcomes assessment in college FL education. Modern Language Journal, 90(4), 576-583.
- Norris, J. M. (2002). Interpretations, intended uses, and designs in task-based language assessment: Introduction to the special issue. Language Testing, 19(4), 337-346.
- Norris, J. M. (2001). Concerns with computer-adaptive oral proficiency assessment. Language Learning & Technology, 5(2), 99-105. Available at: <http://llt.msu.edu/vol5num2/norris/default.html/>
- Norris, J. M. (2001). Identifying rating criteria for task-based EAP assessment. In T. D. Hudson, & J. D. Brown (Eds.), A focus on language test development: Expanding the language proficiency construct across a variety of tests (pp. 163-204). Honolulu: University of Hawai'i Press.
- Norris, J. M. (2001). Use of address terms on the German Speaking Test. In K. Rose and G. Kasper (Eds.), Pragmatics in language teaching (pp. 248-282). New York: Cambridge University Press.
- Norris, J. M. (2000). Purposeful language assessment. English Teaching Forum, 38(1), 18-23.
- Norris, J. M. (1997). The German Speaking Test: Utility and caveats. Die Unterrichtspraxis, 30(2), 148-58.

Refereed Articles and Book Chapters: Co-Authored

- Norris, J. M., & Drackert, A. (2017). Test review: TestDaF. Language Testing. DOI: 10.1177/0265532217715848.
- Malicka, A., Gilabert, R., & Norris, J. M. (2017). From needs analysis to task design: Insights from an English for Academic Purposes context. Language Teaching Research. DOI: 10.1177/1362168817714278.

- Norris, J. M., & Raish, M. (2017). Arabic language assessment. In K. Wahba, L. England, & Z. Taha (Eds.), Handbook for Arabic language teaching professionals in the 21st century, Volume II (pp. 255-268). London, UK: Routledge.
- Norris, J. M., Ross, S., & Schoonen, R. (2015). Improving quantitative second language research. In J. M. Norris, S. Ross, & R. Schoonen (Eds.), Improving and extending quantitative reasoning in second language research (pp. 1-8). Currents in Language Learning, volume 2. Cambridge: Wiley-Blackwell.
- Norris, J. M., Plonsky, L., Ross, S., & Schoonen, R. (2015). Guidelines for reporting quantitative methods and results in primary research. Language Learning, 65(2), 385-391.
- Bygate, M., Norris, J. M., & Van den Branden, K. (2015). Task-based language teaching. In C. Chapelle (Ed.), Blackwell Encyclopedia of Applied Linguistics. Cambridge: Blackwell.
- Norris, J. M., & Mills, N. (2014). Innovation and accountability in foreign language program evaluation. In J. M. Norris & N. Mills (Eds.), Innovation and accountability in foreign language program evaluation (pp. 1-14). Boston: Heinle.
- Tracy-Ventura, N., McManus, K., Norris, J., & Ortega, L. (2013). "Repeat as much as you can": Elicited imitation as a measure of oral proficiency in L2 French. In P. Leclercq, H. Hilton, & A. Edmonds (Eds.), Proficiency assessment issues in SLA research: Measures and practices. Clevedon, UK: Multilingual Matters.
- Norris, J. M., & Watanabe, Y. (2013). Program evaluation. In C. Chapelle (Ed.), Blackwell Encyclopedia of Applied Linguistics. Cambridge: Blackwell.
- Norris, J. M., & Manchón, R. (2012). Investigating L2 writing development from multiple perspectives: Issues in theory and research. In R. Manchón (Ed.), L2 writing development: Multiple perspectives (pp. 221-244). Boston: deGruyter.
- Norris, J. M., & Ortega, L. (2012). Assessing learner knowledge. In S. M. Gass & A. Mackey (Eds.), The Routledge handbook of second language acquisition (pp. 573-589). New York: Routledge.
- Norris, J. M., & Ortega, L. (2010). Timeline: Research synthesis. Language Teaching, 43(4), 461-479.
- Norris, J. M., & Ortega, L. (2009). Towards an organic approach to investigating CAF in instructed SLA: The case of complexity. Applied Linguistics, 30, 555-578.
- Watanabe, Y., Norris, J. M., & González-Lloret, M. (2009). Identifying and responding to evaluation needs in college foreign language programs. In J. M. Norris, J. McE. Davis, C. Sinicrope, & Y. Watanabe, (Eds.), Toward useful program evaluation in college foreign language education (pp. 5-58). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

- Norris, J. M., & Ortega, L. (2007). The future of research synthesis in applied linguistics: Beyond art or science? TESOL Quarterly, 41(4), 805-815.
- Norris, J. M., & Ortega, L. (2006). The value and practice of research synthesis for language learning and teaching. In J. M. Norris & L. Ortega (Eds.), Synthesizing research on language learning and teaching (pp. 3-50). Amsterdam: John Benjamins.
- Norris, J. M., & Conn, C. (2005). Investigating strategies for increasing student response rates to online-delivered course evaluations. Quarterly Review of Distance Education, 6(1), 13-29.
- Norris, J. M., & Ortega, L. (2003). Defining and measuring SLA. In C. Doughty, & M. H. Long, (Eds.), Handbook of second language acquisition (pp. 716-761). London: Blackwell.
- Norris, J. M., & Pfeiffer, P. (2003). Exploring the use and usefulness of ACTFL Guidelines oral proficiency ratings in college foreign language departments. Foreign Language Annals, 36(4), 572-581.
- Norris, J. M., Brown, J. D., Hudson, T. D., & Bonk, W. (2002). Examinee abilities and task difficulty in task-based L2 performance assessment. Language Testing, 19(4), 395-418.
- Norris, J. M., & Ortega, L. (2001). Does type of instruction make a difference: Substantive findings from a meta-analytic review. In R. Ellis (Ed.), Form-focussed instruction and second language learning (pp. 157-213). New York: Blackwell. [The Best of Language Learning series, volume 4.]
- Long, M. H., & Norris, J. M. (2000). Task-based language teaching and assessment. In M. Byram (Ed.), Encyclopedia of language teaching (pp. 597-603). London: Routledge.
- Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. Language Learning, 50, 417-528.

Other Book Chapters and Proceedings

- Norris, J. M. (2015). Foreword. In J. M. Norris & J. McE. Davis (Eds.), *Student learning outcomes assessment in college foreign language programs* (pp. XI-XIV). Honolulu, HI: University of Hawai'i, National Foreign Language Resource Center.
- Bygate, M., Norris, J. M., and Van den Branden, K., (2009). Understanding TBLT at the interface between research and pedagogy. In K. Van den Branden, M. Bygate, and J. M. Norris (Eds.), Task-based language teaching: A reader. Amsterdam: John Benjamins.
- Van den Branden, K., Bygate, M., and Norris, J. M. (2009). Task-based language teaching: Introducing the reader. In K. Van den Branden, M. Bygate, and J. M. Norris (Eds.), Task-based language teaching: A reader (pp. 1-13). Amsterdam: John Benjamins.
- Norris, J. M. (2009). Introduction to the volume. In J. M. Norris, J. McE. Davis, C. Sinicrope, & Y. Watanabe, (Eds.), Toward useful program evaluation in college foreign language

education (pp. 1-3). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

Conn, C., & Norris, J. M. (2003). Investigating strategies for increasing student response rates to online-delivered course evaluations. In Proceedings of the 2003 annual convention of the Association of Educational Communication & Technology.

Norris, J. M. (1998). The audio-mirror: Reflecting on student speaking ability. In J. D. Brown (Ed.), New ways of classroom assessment (pp. 164-167). Alexandria, VA: TESOL.

Norris, J. M. (1998). Interviews and presentations for clarifying authentic public speaking needs. In J. D. Brown (Ed.), New ways of classroom assessment (pp. 110-114). Alexandria, VA: TESOL.

Norris, J. M. (1998). The reading beat: Investigative questioning and reading comprehension. In J. D. Brown (Ed.), New ways of classroom assessment (pp. 262-264). Alexandria, VA: TESOL.

Norris, J. M. (1996). Native speaker judgments of oral proficiency: Investigating the validity of a SOPI. In C. Reves, C. Steele, & S. P. Wong (Eds.), Linguistics and language teaching: Proceedings of the Sixth Joint LSH-HATESL Conference (pp. 239-262). Honolulu: University of Hawai'i Press.

Bibliographies, Book Reviews, and Working Papers

Watanabe, Y., Sywester, B., & Norris, J. M. (2009). Foreign language program evaluation: An annotated bibliography of resources for foreign language educators. [HTML document]. Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center. Available at: <http://nflrc.hawaii.edu/evaluation/bibliography.html>.

Sinicrope, C., Norris, J. M., & Watanabe, Y. (2007). Understanding and assessing intercultural competence: A summary of theory, research, and practice. Second Language Studies, 26(1), Fall 2007, pp. 1-58.

Norris, J. M. (2006). [Review of B. Lynch (2003). Language assessment and programme evaluation.] Studies in Second Language Acquisition, 28(3).

Norris, J. M. (2005). [Review of Council of Europe (2001). Common European Framework of reference for languages: Learning, teaching, assessment.] Language Testing, 22(3), 399-405.

Norris, J. M. (2005). Using developmental sequences to estimate ability with English grammar: Preliminary design and investigation of a web-based test. Second Language Studies, 24(1), 24-128.

Norris, J. M. (2001). [Review of H. Wainer (Ed.) (2000). Computerized adaptive testing: A primer (Second edition).] Language Learning & Technology, 5(2), 23-27.

- Brown, J. D., Hudson, T. D., Norris, J. M., & Bonk, W. (2000). Performance assessment of ESL and EFL students. University of Hawai'i Working Papers in ESL, 18(2), 99-139.
- Norris, J. M. (1999). [Review of M. Milanovic & N. Saville (Eds.) (1996). Performance testing, cognition, and assessment: Selected papers from the 15th Language Testing Research Colloquium, Cambridge and Arnhem.]. Language Testing, 16(1), 121-125.
- Norris, J. M. (1999). [Review of L. Bachman & A. Palmer (1996). Language testing in practice.]. Language Teaching Research, 3(1), 75-78.
- Norris, J. M. (1997). Native speaker judgments as indicators of L2 oral proficiency: Redefining the role of the native speaker in proficiency guidelines. University of Hawai'i Working Papers in ESL, 16(1), 47-95.
- Norris, J. M. (1996b). Performance and portfolio assessment (1985-1995): An extended annotated bibliography of sources useful for language teachers (Net Work #4) [HTML document]. Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center. Available at: <http://www.lll.hawaii.edu/nflrc/NetWork/NW4>

4. PRESENTATIONS

Invited Conference Plenaries and Keynotes

- Norris, J. M. (2017, September). Task-based language assessment: Aligning designs within intended uses and consequences. Invited plenary address at the annual conference of the **Japan Language Testing Association (JLTA)**, University of Aizu, Japan (September 10, 2017).
- Norris, J. M. (2017, April). *What do we (and don't we) know about second language task design? A synthesis of syntheses*. Invited plenary address at the **International Conference on Task-Based Language Teaching (TBLT)**, University of Barcelona, Spain (April 19, 2017).
- Norris, J. M. (2016, June). *Reframing the SLA-Assessment Interface: 'Constructive' Deliberations at the Nexus of Interpretations, Contexts, and Consequences*. Invited Alan Davies Lecture at the **Language Testing Research Colloquium (LTRC)**, Palermo, Italy (June 22, 2016).
- Norris, J. M. (2014, October). *Using evaluation for innovation and improvement in language and humanities education*. Invited plenary address at the **Language Program Evaluation Symposium**, Harvard University, Boston (October 31, 2014).
- Norris, J. M. (2014, September). *Using program evaluation for understanding and improving language education*. Invited plenary address at the annual **Language Education and Resource Network (LEARN)** Workshop, Chevy Chase, Maryland (September 19, 2014).
- Norris, J. M. (2014, July). *The role of program evaluation in understanding and improving language learning in educational contexts*. Invited plenary address at the annual conference of the **Korean Association of Teachers of English (KATE)**, Seoul, Korea (July 4, 2014).

- Norris, J. M. (2014, April). *How do we assess task-based performance?* Invited webinar presentation in the **LARC/CALPER Testing and Assessment** series (April 3, 2014). <http://larc.sdsu.edu/events/webinars/webinar-norris/>
- Norris, J. M. (2013, October). *Reconsidering assessment validity and the intersection of measurement and evaluation*. Invited plenary address at the annual conference of the **East Coast Organization of Language Testers (ECOLT)**, Washington, DC (October 25, 2013).
- Norris, J. M. (2013, April). *Understanding language learning in educational contexts: The role of program evaluation*. Invited plenary address at the **Second Language Acquisition Symposium**, University of Iowa, Iowa City (April 19, 2013).
- Norris, J. M. (2011, July). *High-value evaluation strategies in foreign language education*. Keynote address delivered at the biennial **Western Consortium of Middle Eastern Languages**, University of Texas, Austin (July 29, 2011).
- Norris, J. M. (2011, March). *The value of evaluation in language education*. Plenary address delivered at the **XIII Jornadas de Lingüística**, Universidad de Alicante (March 9, 2011).
- Norris, J. M. (2010, September). *Understanding instructed SLA: Constructs, contexts, and consequences*. Plenary address delivered at the annual conference of the **European Second Language Association (EUROSLA)**, Reggio Emilia (September 2, 2010).
- Norris, J. M. (2009, April). *Prioritizing the use and usefulness of assessment and evaluation in understanding and improving student learning*. Keynote address delivered at the biennial **Western Consortium of Middle Eastern Languages**, University of Texas, Austin (April 17, 2009).
- Norris, J. M. (2009, April). *Assessment and evaluation: Alternatives for inquiry into language learning and teaching*. Plenary address delivered at the annual **Spring Second Language Studies Symposium**, Michigan State University, East Lansing (April 3, 2009).
- Norris, J. M. (2007, November). *Learning to value evaluation in language teaching*. Plenary address delivered at the annual meeting of the **Japan Association of Language Teachers (JALT)**, Tokyo, Japan (November 23, 2007).
- Norris, J. M. (2007, June). *Understanding program evaluation in college foreign language education*. Plenary address delivered on the invited panel “Toward useful program evaluation in college FL departments” at the annual summer meeting of the **Association of Departments of Foreign Languages (ADFL)**, University of Hawaii, Honolulu (June 8, 2007).
- Norris, J. M. (2006, July). *Using assessment for understanding and improving college FL curriculum*. Plenary address delivered on the invited panel “Assessing Student Competencies, the Curriculum, and Faculty Members in New Research Areas” at the annual summer meeting of the **Association of Departments of Foreign Languages (ADFL)**, University of Wisconsin, Madison (July 1, 2006).

- Norris, J. M. (2005, September). *The essential roles of assessment, measurement, and evaluation in task-based language teaching*. Plenary address presented at the **First International Conference on Task-Based Language Teaching (TBLT)**, University of Leuven, Belgium (September 23, 2005).
- Norris, J. M. (2005, March). *Assessing advanced foreign language learning and learners: From measurement constructs to educational uses*. Plenary address delivered at the 54th annual **Georgetown University Round Table on Languages and Linguistics (GURT)**, Georgetown University, Washington, DC (March 12, 2005).
- Norris, J. M. (2004, June). *Meeting the diverse challenges of assessment in college foreign language programs*. Plenary address delivered at the annual summer meeting of the **Association of Departments of Foreign Languages (ADFL)**, University of New Mexico, Albuquerque (June 11, 2004).
- Norris, J. M. (1998, December). *The challenge of L2 oral proficiency assessment (O desafio da avaliação da proficiência oral de L2)*. Plenary address delivered at the **III Seminário de Lingüística Aplicada ao Ensino e à Aprendizagem de Línguas Estrangeiras**, Universidade Federal da Bahia, Salvador, Bahia, Brasil (December 11, 1998).

Conference Presentations: Single-Authored

- Norris, J. M. (2015, November). *The potential value of program evaluation in understanding and improving language education*. Paper presented at the invited colloquium “Celebrating 100 years of the Modern Language Journal: Reflecting on challenges for the language studies field in a multilingual world”, at the annual convention of the **American Council on the Teaching of Foreign Languages (ACTFL)**, San Diego, CA (November 21, 2015).
- Norris, J. M. (2015, September). Task-based language assessment in practice for diverse purposes. Paper presented at the invited colloquium “Task-based language assessment in practice: Justifications and realizations”, at the **International Conference on Task-Based Language Teaching (TBLT)**, Leuven, Belgium (September 18, 2015).
- Norris, J. M. (2015, March). *Investigating C-Tests as Short-Cut Estimates of Foreign Language Proficiency*. Presentation delivered at the annual conference of the **American Association for Applied Linguistics (AAAL)**, Toronto, Canada (March 24, 2015).
- Norris, J. M. (2014, October). *Some reflections on Learning Oriented Assessment*. Presentation at the **Roundtable on Learning-Oriented Assessment in Language Classrooms and Large-Scaled Contexts**, Teachers College, Columbia University, New York (October 12, 2014).
- Norris, J. M. (2014, August). *Committing to a synthetic ethic in applied linguistics research*. Presentation at the 50th **International Association of Applied Linguistics (AILA)** conference, Brisbane, Australia (August 13, 2014).

- Norris, J. M. (2013, October). *Statistical significance testing for second language research: Basic problems and some solutions*. Paper presented at the **Improving Quantitative Reasoning in Second Language Research** conference, Georgetown University, Washington, DC (October 26, 2013).
- Norris, J. M., (2012, November). *Evaluation as professional development: Of, for, and by language program directors, coordinators, and teachers*. Paper presented at the annual convention of the **American Council on the Teaching of Foreign Languages (ACTFL)**, Philadelphia, PA (November 17, 2012).
- Norris, J. M. (2011). *Classroom realities and their implication for TBLT research*. Paper presented at the invited colloquium “Tasks in classrooms: Developing TBLT as a researched pedagogy”, at the **4th International Conference on Task-Based Language Teaching**, Auckland, NZ (November 18, 2011).
- Norris, J. M. (2011). *Test preparation and test use*. Paper presented at the invited annual **TOEFL iBT Research Symposium**, Educational Testing Service, Princeton, NJ (October 6, 2011).
- Norris, J. M. (2010). *A decade of work on task-based language assessment*. Paper presented at the invited colloquium “Reprising the role of tasks in language assessment”, at the annual **Second Language Research Forum**, College Park, MD (October 16, 2010).
- Norris, J. M. (2009, September). *Reframing the evaluation of task-based language education*. Paper presented at the refereed colloquium “Evaluating task-based language programs”, at the **3rd International Conference on Task-Based Language Teaching**, Lancaster, UK (September 14, 2009).
- Norris, J. M. (2008, August). *Evaluating task-based language teaching and learning (research) from an educational programs perspective*. Paper presented at the refereed colloquium “Task-based language learning, and task-based teaching. How are they related”, at the **15th World Congress of Applied Linguistics (AILA)**, Essen, Germany (August 25, 2008).
- Norris, J. M., (2007, April). *Educational context, epistemological competition, and the future of task-based research: A program evaluation perspective*. Paper presented at the refereed colloquium “Towards an educational agenda for research into task-based language teaching”, **Social and Cognitive Perspectives on Language Learning and Teaching** conference, Auckland, New Zealand (April 13, 2007).
- Norris, J. M. (2006, November). *The transformative potential of assessment in college foreign language education*. Paper presented at the invited colloquium “The outcomes of collegiate FL programs: Specification, curricular implementation, assessment”, annual conference of the **American Association of Teachers of German**, Nashville, TN (November 17, 2006) (colloquium convener: Heidi Byrnes).
- Norris, J. M. (2005, July). *Investigating syntactic complexity from cross-sectional, longitudinal, and multitask perspectives*. Paper presented in the refereed colloquium “Revisiting L2 Writing Development: A Curriculum-based Study of Syntactic Complexity”, at the 14th

World Congress of Applied Linguistics (AILA), Madison, WI (July 29, 2005)
(colloquium convener: Heidi Byrnes).

Norris, J. M. (2000, March). *Tasks and language assessment*. Paper presented in the invited colloquium “Key issues in empirical research on task-based instruction”, at the annual **American Association for Applied Linguistics** conference (AAAL), Vancouver, British Columbia, Canada (March 14, 2000) (colloquium convener: Peter Skehan).

Norris, J. M. (1997, May). *Native speaker reactions as indicators of L2 oral proficiency: Redefining the role of the native speaker in proficiency guidelines*. Paper presented at the seventh annual **European Second Language Acquisition Association** conference (EUROSLA), Barcelona, Spain (May 22, 1997).

Norris, J. M. (1997, March). *Comparing development and proficiency: The case for emergence criteria*. Paper presented at the seventh annual **American Association for Applied Linguistics** conference (AAAL), Orlando, Florida (March 10, 1997).

Norris, J. M. (1996, March). *Development versus proficiency: Investigating the relationship between developmental sequences in the acquisition of German and the ACTFL Guidelines*. Paper presented at the Seventh **Joint LSH-HATESL** conference, University of Hawai‘i at Mānoa, Honolulu, Hawai‘i (March, 1996).

Norris, J. M. (1996, February). *Curriculum development for the Imi Ho'ola writing program: Meeting the needs of pre-med. pacific islanders*. Paper presented at the Annual **East-West Center** student conference, University of Hawai‘i at Mānoa, Honolulu, Hawai‘i (February, 1996).

Norris, J. M. (1995, March). *Native speaker judgments of oral proficiency: Investigating the validity of a SOPI*. Paper presented at the Sixth **Joint LSH-HATESL** conference, University of Hawai‘i at Mānoa, Honolulu, Hawai‘i (March, 1995).

Conference Presentations: Co-Authored

Laughlin, V., Garcia Gomez, P., Jackson, T., Davis, L., Norris, J. M., Wang, Y., Zechner, K., & Tao, J. (2017, April). *Technology-supported elicitation and scoring of constrained and unconstrained speaking task performance in diverse environments*. Paper presented at the **International Conference on Task-Based Language Teaching (TBLT)**, University of Barcelona, Spain.

Sasayama, S., Malicka, A., & Norris, J. M. (2015, September). *Primary challenges in cognitive task complexity research: Results of a comprehensive research synthesis*. Paper presented at the refereed colloquium “An international collaborative research network (CRN) on task complexity”, at the **International Conference on Task-Based Language Teaching (TBLT)**, Leuven, Belgium (September 17, 2015).

Sasayama, S., Malicka, A., & Norris, J. M. (2014, August). *Cognitive task complexity in TBLT research and beyond: A research synthesis*. Presentation at the 50th **International Association of Applied Linguistics (AILA)** conference, Brisbane, Australia (August 13, 2014).

- Sasayama, S., Malicka, A., & Norris, J. M. (2013, August). *Task complexity in TBLT research and beyond: A research synthesis*. Presentation at the 23rd **European Second Language Association (EUROSLA)** conference, University of Amsterdam, The Netherlands (August 30, 2013).
- Tracy-Ventura, N., McManus, K., Ortega, L., & Norris, J. M. (2012, February). *"Repeat as much as you can": Elicited imitation as a measure of global proficiency in L2 French*. Presentation at the **L2 Proficiency Assessment Workshop**, Université Paul Valéry Montpellier 3, Montpellier, France (February 24, 2012).
- Norris, J. M., & Liskin-Gasparro, J. (2009, March). *The consequences of accreditation and outcomes assessment for college foreign language programs*. Paper presented at the invited colloquium "Critical issues at the interface between assessment and U.S. language education policy", at the annual conference of the **American Association of Applied Linguistics**, Denver, CO (March 22, 2009).
- Norris, J. M., & Ortega, L. (2008, April). *Measurement for understanding: The case of complexity, accuracy, and fluency*. Paper presented at the invited colloquium "Complexity, accuracy, and fluency in second language acquisition: Theoretical and methodological perspectives", annual conference of the **American Association of Applied Linguistics**, Washington, DC (April 1, 2008).
- Norris, J. M., & Watanabe, Y. (2007, November). *Roles and responsibilities for evaluation in foreign language programs*. Session presented at the annual meeting of the **Japan Association of Language Teachers**, Tokyo, Japan (November 24, 2007).
- Norris, J. M., & O'Sullivan, B. (2007, September). *Ecologically valid uses for assessment at the nexus between language, content, and task*. Paper presented at the refereed colloquium "Tasks and the integrated assessment of language and content", **2nd International Conference on Task-Based Language Teaching**, Honolulu, HI (September 21, 2007).
- Norris, J. M., Watanabe, Y., & González-Lloret, M. (2006, November). *Program evaluation in college foreign language education: Need, capacity, development*. Session presented at the annual convention of the **American Council on the Teaching of Foreign Languages (ACTFL)**, Nashville, TN (November 18, 2006).
- Norris, J., González-Lloret, M., & Watanabe, Y. (2006, September). *Identifying and responding to evaluation needs in college foreign language programs*. Poster presented at the 1st Conference of the **Hawaii-Pacific Evaluation Association**, Honolulu, HI.
- Norris, J. M. (2006, February). *First things first: Why assess in the liberal arts?* Paper presented in the invited colloquium "How to assess success in a liberal arts education", at the **Arts and Sciences Symposium: The value/values of a liberal arts education**, University of Hawai'i (February 7, 2006).
- Norris, J. M., & Watanabe, Y. (2005, November). *Responding to program evaluation demands in college foreign language education*. Session presented at the annual convention of the

American Council on the Teaching of Foreign Languages (ACTFL), Baltimore, MD (November 18, 2005).

- Conn, C., & Norris, J. (2003, October). *Applying technology to enable useful assessment practices in diverse instructional settings*. Paper presented at the **Association of American Colleges and Universities (AAC&U)** Network for Academic Renewal Conference on Technology, Learning, and Intellectual Development, Cambridge, MA (October 30, 2003).
- Gruber, S., Barron, N., Norris, J. M., Walker, P., & Wegner, P. (2003, October). *Technology in the writing classroom: Designing, using, assessing, and revising technological literacy modules to enhance student learning*. Paper presented at the **Association of American Colleges and Universities (AAC&U)** Network for Academic Renewal Conference on Technology, Learning, and Intellectual Development, Cambridge, MA (October 31, 2003).
- Conn, C., & Norris, J. (2003, October). *Investigating strategies for increasing response rates to online course evaluations*. Paper presented at the **Association for Educational Communications and Technology (AECT)** International Convention, Anaheim, CA (October 15, 2003).
- Norris, J. M., Ortega, L., & Mislevy, R. (2003, March). *Seeking design solutions for measurement problems in instructed SLA research*. Paper presented at the invited colloquium "Advancing the research agenda in instructed SLA", at the annual **American Association for Applied Linguistics** conference (AAAL), Arlington, Virginia (March 24, 2003) (colloquium convener: Catherine Doughty).
- Ortega, L., Iwashita, N., Norris, J. M., & Rabie, S. (2002, October). *An investigation of elicited imitation tasks in cross-linguistic SLA research*. Paper presented at the **Second Language Research Forum (SLRF)**, Toronto, Canada (October 3, 2002).
- Norris, J. M., & Medrado, M. H. (2001, March). *Selecting tasks for L2 performance assessment*. Paper presented in the invited strand colloquium "Performance testing and evaluation: Issues concerning the TESOL 2000 Resolution on Assessment", at the annual **Teachers of English to Speakers of Other Languages** conference (TESOL), St. Louis, Missouri, (March 1, 2001) (conveners: Barry O'Sullivan and Thom Simmons).
- Norris, J. M., Brown, J. D., Hudson, T., & Bonk, W. (2000, March). *Assessing performance on complex L2 tasks: Investigating raters, examinees, and tasks*. Paper presented in the refereed colloquium "Putting tasks to the test", at the 22nd **Language Testing Research Colloquium (LTRC)**, Vancouver, British Columbia, Canada (March 9, 2000) (colloquium convener: Cathie Elder).
- Brown, J. D., & Norris, J. M. (2000, March). *Language assessment at the University of Hawaii*. Paper presented in the invited colloquium "The preparation of graduate students in language assessment", at the 22nd **Language Testing Research Colloquium (LTRC)**, Vancouver, British Columbia, Canada (March, 2000) (colloquium conveners: Lyle Bachman and Adrian Palmer).

Iwashita, N., Norris, J. M., Ortega, L., & Rabie, S. (1999, August). *A multi-language comparison of L2 syntactic complexity measures*. Paper presented at the twelfth **World Congress of Applied Linguistics** (AILA), Tokyo, Japan (August 6, 1999).

Brown, J. D., Hudson, T. D., & Norris, J. M. (1999, July). *The development of task-dependent and task-independent scales in performance assessment*. Paper presented at the twenty-first **Language Testing Research Colloquium** (LTRC), Tokyo, Japan (July 29, 1999).

Norris, J. M., & Ortega, L. (1999, March). *A meta-analysis of research on type of instruction: The case for Focus on Form*. Paper presented at the ninth annual **American Association for Applied Linguistics** conference (AAAL), Stamford, Connecticut (March 7, 1999).

Norris, J. M., Brown, J. D., & Hudson, T. D. (1998, March). *Estimating L2 performance based on task difficulty components*. Paper presented at the eighth annual **American Association for Applied Linguistics** conference (AAAL), Seattle, Washington (March 17, 1998).

Hudson, T. D., Brown, J. D., & Norris, J. M. (1998, March). *The development of task-dependent and task-independent scales in performance assessment*. Paper presented at the twentieth **Language Testing Research Colloquium** (LTRC), Monterey, California (March 9, 1998).

Conferences Chaired, Colloquia Organized

- *Georgetown University Round Table on Language and Linguistics* (2016): Conference Chair.
- *Consortium on Useful Assessment in Language and Humanities Education* (2015): Conference Chair.
- *Improving Quantitative Reasoning in Second Language Research* (2013): Conference Chair.
- *Second International Conference on Task-Based Language Teaching* (2007): Conference Chair.
- *Association of Departments of Foreign Languages, Summer Seminar West* (2007): Local Chair.
- *Hawaii-Pacific Evaluation Association* (2006): Program Chair.
- *The 18th Annual Second Language Research Forum* (1998): Conference Co-chair (with Lourdes Ortega, Dana Petteys, Heidi Wong).

Norris, J. M., and Deygers, B. (2015, September). Co-organizers of the invited colloquium: “Task-based language assessment in practice: Justifications and realizations”, at the **International Conference on Task-Based Language Teaching (TBLT)**, Leuven, Belgium (September 18, 2015).

Long, M., and Norris, J. M. (2015, September). Co-organizers of the refereed colloquium: “An international collaborative research network (CRN) on task complexity”, at the **International Conference on Task-Based Language Teaching (TBLT)**, Leuven, Belgium (September 17, 2015).

Norris, J. M., and Sasayama, S. (2015, March). Co-organizers of the refereed colloquium: “Developing and validating short-cut estimates of foreign language proficiency for research purposes: The C-Test across five languages”, at the annual conference of the **American Association of Applied Linguistics** (AAAL), Toronto, Canada (March 24, 2015).

- Norris, J. M., Plonsky, L., and Ortega, L. (2014, August). Co-organizers of the colloquium: “Advancing synthetic methods in applied linguistics”, at the triennial conference of the **International Association of Applied Linguistics (AILA)**, Brisbane, Australia (August 13, 2014).
- Norris, J. M., Ross, S. J., and Schoonen, R. (2013, October). Co-organizers of the conference “Improving quantitative reasoning in second language research”, a **Currents in Language Learning** event, Georgetown University, Washington, DC (October 26-27, 2013).
- Mills, N., and Norris, J. M. (2013). Co-organizers of the colloquium “Language program Evaluation: Goals and accountability in language, culture, and literary studies”, at the annual convention of the **Modern Language Association (MLA)**, Boston, MA (January 5, 2013).
- Norris, J. M., and Mills, N. (2012, November). Co-organizers of the invited colloquium “Evaluation as professional development: Of, for, and by language program directors, coordinators, and teachers”, at the annual convention of the **American Council on the Teaching of Foreign Languages (ACTFL)**, Philadelphia, PA (November 17, 2012).
- Norris, J. M. and Ross, S. J. (2010, October). Co-organizers of the invited colloquium “Reprising the role of tasks in language assessment”, at the annual **Second Language Research Forum**, College Park, MD (October 16, 2010).
- Norris, J. M. (2010). Organizer of the invited colloquium “Second language writing assessment research”, at the annual **Symposium on Second Language Writing**, Universidad de Murcia, Spain (May 22, 2010).
- Norris, J. M. (2009, September). Organizer of the refereed colloquium “Evaluating task-based language programs”, at the **3rd International Conference on Task-Based Language Teaching**, Lancaster, UK (September 14, 2009).
- Norris, J. M. (2009, March). Organizer of the invited colloquium “Critical issues at the interface between assessment and U.S. language education policy”, at the annual conference of the **American Association of Applied Linguistics**, Denver, CO (March 22, 2009).

Colloquium Discussant

- Norris, J. M. (2017, September). Discussant for the invited colloquium “Task development in EAP and ESP contexts: Application of theories and challenges”, at the annual conference of the **Japan Language Testing Association**, University of Aizu, Japan (September 10, 2017).
- Norris, J. M. (2013, March). *Measuring task complexity for task-based research*. Discussant paper presented on the colloquium “Methodological advances in TBLT research: measurement of task demands and processes”, at the annual conference of the **American Association of Applied Linguistics**, Dallas, TX (March 18, 2013).
- Norris, J. M. (2013, March). *The contribution of meta-analysis to SLA research and theory*. Discussant paper presented on the colloquium “The contribution of meta-analysis to SLA

research and theory” at the annual conference of the **American Association of Applied Linguistics**, Dallas, TX (March 16, 2013).

Norris, J. M. (2010, March). Discussant for the invited colloquium “Focus on L2 writing development: Multiple perspectives”, at the annual conference of the **American Association of Applied Linguistics**, Atlanta, GA (March 07, 2010) (colloquium convener: Rosa Manchón).

Norris, J. M. (2008, August). Discussant for the refereed colloquium “Task type, task complexity, and linguistic performance”, at the **15th World Congress of Applied Linguistics (AILA)**, Essen, Germany (August 28, 2008) (colloquium convener: Folkert Kuiken).

Norris, J. M., & Ortega, L. (2006, June). *Meaningful assessments in SLA: Explorations between a rock and a hard place*. Discussant paper presented at the invited Joint AAAL/ILTA Symposium “Towards theoretically meaningful L2 assessments for SLA research”, **American Association of Applied Linguistics**, Montreal, Canada (June 17, 2006) (colloquium conveners: James Purpura and Robert Dekeyser).

Norris, J. M. (2005, September). Discussant for the symposium “Taking text to task: Issues and choices in curriculum development”, at the **First International Conference on Task-Based Language Teaching**, University of Leuven, Belgium (September 23, 2005) (colloquium convener: Heidi Byrnes).

Invited Faculty Member and Short-Term Teaching

2017: Leopold-Franzens-Universität Innsbruck, Austria

LFUI Guest Professorship in the Department of Subject and Language Education, College of Education; taught seminar and consulted with faculty and graduate students on research and education related to Task-Based Language Teaching and Assessment.

- *Seminar on Task-Based Language Teaching* (3-hour graduate course)
- *Consultation on the project “Task-Based Language Teaching in the School Context”*

2011: University of Alicante, Spain

Visiting Fulbright Scholar; delivered courses, lectures, workshops for one semester to undergraduate and graduate students; consulted with faculty in the Departments of English and Spanish Philology.

- *Doing and reporting research in applied linguistics: Strategies for getting research projects done* (3-hour graduate course)
- *Doing and reporting research in applied linguistics: Observations from the field* (3-hour graduate course)
- *Culture and history of the U.S. southwest and Hawaii* (2-hour undergraduate course)
- *Designing and validating useful language assessments 1* (2-hour undergraduate course)
- *Designing and validating useful language assessments 2* (2-hour undergraduate course)

- 2010-11: **University of Barcelona, Spain**
 Taught a series of short seminars for faculty, PHD, and MA students.
- *Practices and issues in meta-analysis* (2-hour graduate course)
 - *Language program evaluation* (3-hour graduate course)
 - *Advances in task-based language teaching: Research and practice* (3-hour graduate course)
 - *Understanding constructs in instructed SLA* (3-hour graduate course)
 - *Using measurement to inform L2 research* (3-hour graduate course)
 - *Some (random) thoughts on statistical inference in applied linguistics* (3-hour graduate course)
- 2010: **University of Dortmund, Germany**
 Taught a 5-day intensive seminar for MA and PHD students.
- *Task-based language teaching* (15-hour undergraduate/graduate course)
- 2010: **University of Murcia, Spain**
 Taught a series of short seminars for faculty, PHD, and MA students.
- *Research synthesis in applied linguistics* (3-hour graduate course, co-taught with Lourdes Ortega)
 - *Language program evaluation* (3-hour graduate course)
 - *Advances in task-based language teaching: Research and practice* (3-hour graduate course)
- 2009: **Katholieke Universiteit Leuven, Belgium**
 Language Learning Distinguished Scholar in Residence, 5-day consultation, meetings, workshops.
- *Assessment and evaluation: Alternatives for inquiry into language learning and teaching* (2-hour presentation)
 - *Assessment, tasks, and TBLT: Choices, challenges, uses* (3-hour workshop)
- 2007: **National Foreign Language Resource Center, University of Hawai'i at Mānoa**
 Director of 2007 Summer Institute *Developing useful evaluation practices in college foreign language programs* (two-week workshop for U.S. college foreign language department chairs and evaluators).
- 2003: **Center for Advanced Language Studies, University of Maryland**
 Invited expert participation in 3-day *Advanced Language Level Ability Symposium*.
- 2000: **Associação Cultural Brasil Estados Unidos, Salvador, Brazil**
 Taught courses in summer institute for EFL teachers and program administrators:
- *Purposeful language assessment* (12 hours, co-taught with William Bonk)
 - *The task-based language curriculum: Issues in learning, teaching, and assessment* (6 hours)
- 1999: **Department of Linguistics, Georgetown University**
 Substitute taught course to graduate students pursuing Ph.D. in Applied Linguistics:

- *LING 681: Research methods in applied linguistics*

1997: **University of Barcelona, Spain**

Taught summer seminar to graduate students, teachers, and program administrators:

- *Research methods in second language acquisition* (12 hours, co-taught with Michael Long, Lourdes Ortega, Catherine Doughty)

Invited Talks and Workshops

Norris, J. M., & Sasayama, S. (2017). *What do we know about second language task design? Understanding task complexity in relation to performance and learning*. Invited inaugural presentation in the ELLA Talks series, **Educational Testing Service**, Princeton, NJ (August 22, 2017).

Norris, J. M. (2017). *Recent advances in Task-Based Language Teaching: Towards a researched pedagogy*. Invited “Didaktik am Montagabend” presentation at the **University of Innsbruck**, Austria (May 3, 2017).

Norris, J. M. (2017). *Task-based language assessment: Uses, designs, consequences*. Invited presentation for the Language Testing Research Group at the **University of Innsbruck**, Austria (April 29, 2017).

Norris, J. M. (2015). *Using evaluation for developing, understanding, and improving language programs*. Invited presentation at **Carnegie Mellon University**, Pittsburgh, PA (April 8, 2015).

Norris, J. M. (2015). *Working with constructs in instructed second language acquisition*. Invited presentation at **Carnegie Mellon University**, Pittsburgh, PA (April 7, 2015).

Norris, J. M. (2014). *Overview of research synthesis*. Invited presentation at the **University of Maryland**, College Park, Maryland (September 11, 2014).

Norris, J. M. (2014). *Task-based language assessment*. Invited presentation at **Sophia University**, Tokyo, Japan (July 10, 2014).

Norris, J. M. (2014). *Recent advances in task-based language teaching: Towards a researched pedagogy*. Invited presentation at **Sophia University**, Tokyo, Japan (July 10, 2014).

Norris, J. M. (2014). *Task-based language teaching*. Invited presentation at **Aoyama Gakuin University**, Tokyo, Japan (July 8, 2014).

Norris, J. M. (2014). *Using measurement to inform L2 research*. Invited presentation at **Aoyama Gakuin University**, Tokyo, Japan (July 8, 2014).

Norris, J. M. (2014). *Validity evaluation in educational assessment: Transforming validation into a useful process*. Invited talk at **Northern Arizona University**, Flagstaff, AZ (May 28, 2014).

- Norris, J. M. (2013). *Recent advances in task-based language teaching*. Invited presentation at the **Technische Universität Dortmund**, Germany (June 27, 2013).
- Norris, J. M. (2013). *Recent advances in task-based language assessment*. Invited presentation at the **Ruhr Universität Bochum**, Germany (June 25, 2013).
- Norris, J. M. (2012). *Toward useful assessment and evaluation in language and humanities education*. Invited presentation at **Emory University**, Atlanta, GA (October 26, 2012).
- Norris, J. M., & Sasayama, S. (2012). *Approaching task-based language teaching as a researched pedagogy*. Invited presentation at **Northern Arizona University**, Flagstaff, AZ (October 11, 2012).
- Norris, J. M. (2012). *Toward useful assessment and evaluation in language and humanities education*. Invited presentation at the **University of Kansas**, Lawrence, KS (February 13, 2012).
- Norris, J. M., Shulte-Nafeh, M., Raizen, E., Okal, A. (2011). 'Assessing' and otherwise gathering data on diverse program outcomes: Moving beyond 'how do we measure?' Invited roundtable discussion at the biennial meeting of the **Western Consortium of Middle Eastern Languages**, University of Texas, Austin, TX (July 30, 2011).
- Norris, J. M., Belnap, K., Akbari-Saneh, N., and Al-Batal, M. (2011). *How can we make the most of the mandated program review process?* Invited roundtable discussion at the biennial meeting of the **Western Consortium of Middle Eastern Languages**, University of Texas, Austin, TX (July 29, 2011).
- Norris, J. M. (2011). *Linking assessments to actions: Moving from doing to using assessment*. Invited faculty workshop at **Rice University**, Houston, TX (May 11, 2011).
- Norris, J. M. (2011). *Constructs and consequences: Toward useful assessment in the humanities*. Invited presentation at **Rice University**, Houston, TX (May 10, 2011).
- Norris, J. M., and Ortega, L. (2011). *Synthesis and meta-analysis in applied linguistics*. Invited presentation at the **University of the Basque Country**, San Sebastian, Spain (February 8, 2011).
- Norris, J. M. (2010). *Outcomes assessment in higher education: Impetus, utility, and consequence*. Invited roundtable presentation at **Georgetown University**, Washington, DC (October 12, 2010).
- Norris, J. M. (2010). *Validity evaluation of assessments for understanding and improving language education*. Invited presentation to the Linguistics Department at **Georgetown University**, Washington, DC (October 7, 2010).
- Norris, J. M. (2010). *Task-based language teaching*. Invited roundtable in applied linguistics, **New York University**, New York (September 27, 2010).

- Norris, J. M. (2010). *Outcomes assessment in higher education: Impetus, utility, and consequence*. Invited presentation at the **University of Notre Dame**, South Bend, IN (March 01, 2010).
- Norris, J. M. (2009). *SLS program: Clarifications, updates, and a few ideas on making the most of your SLS experience*. Presentation at the Department of Second Language Studies Brownbag Lecture Series, **University of Hawai'i**, Honolulu, HI (November 5, 2009).
- Norris, J. M., Watanabe, Y., and Davis, J. (2009). *Setting and evaluating learning expectations*. Workshop organized for the biennial meeting of the **Western Consortium of Middle Eastern Languages**, University of Texas, Austin, TX (April 17-19, 2009).
- Norris, J. M. (2009). *A conversation on accreditation and assessment*. Invited presentation to the Theology Department, **University of Notre Dame**, South Bend, IN (March 30, 2009).
- Norris, J. M. (2008). *Constructs and consequences: Toward useful assessment in the humanities*. Invited presentation at the **University of Notre Dame**, South Bend, IN (April 3, 2008).
- Norris, J. M. (2008). *Making the most of assessment and evaluation in college foreign language programs*. Invited presentation at the Language Resource Center, **Cornell University**, Ithaca, NY (March 26, 2008).
- Norris, J. M. (2008). *Assessing intercultural (communication) learning: Indicators, methods, uses*. Invited workshop at **Duke University**, Durham, NC (March 21, 2008).
- Norris, J. M. (2008). *Assessment and evaluation in the humanities: Retrospect and prospect*. Invited presentation at **Duke University**, Durham, NC (March 20, 2008).
- Norris, J. M. (2007). *Using assessment for understanding and improving language education*. Invited presentation at the Berkeley Language Center, **University of California, Berkeley**, CA (October 12, 2007).
- Norris, J. M. (2007). *Making the most of assessment and evaluation in college foreign language programs*. Invited presentation at the Language Institute, **University of Wisconsin**, Madison, WI (September 10, 2007).
- Norris, J. M. (2007). *Use-oriented assessment and evaluation*. Invited workshop at the Language Institute, **University of Wisconsin**, Madison, WI (September 10, 2007).
- Norris, J. M. (2007). *Making the most of assessment and evaluation in college foreign language programs*. Invited presentation at the Department of Romance Languages, **University of Notre Dame**, South Bend, IN (May 4, 2007).
- Norris, J. M., & Liskin-Gasparro, J. (2007). *Linking assessments to actions: Moving from doing to using assessments*. Invited workshop at the Department of Romance Languages, **University of Notre Dame**, South Bend, IN (May 4, 2007).

- Norris, J. M. (2006). *Assessment and evaluation in college foreign language programs: Past, present, and future tense*. Invited presentation at the School of Foreign Languages, **University of Maryland**, College Park, MD (November 27, 2006).
- Norris, J. M., Ortega, L., Gonzalez-Lloret, M., & Chaudron, C. (2006). *Task-based language teaching: Options and opportunities*. Presentation at the Department of Second Language Studies Brownbag Lecture Series, **University of Hawai'i**, Honolulu, HI (February 9, 2006).
- Crookes, G., Faucette, P., & Norris, J. M. (2005). *The ELI research agenda, "evidence-based teaching", and what these might mean for you*. Presentation at the Department of Second Language Studies Brownbag Lecture Series, **University of Hawai'i**, Honolulu, HI (February 17, 2005).
- Norris, J. M. (2004). *An evaluative approach to language assessment validation: In search of educational relevance*. Presentation at the Department of Second Language Studies Brownbag Lecture Series, **University of Hawai'i**, Honolulu, HI (April 12, 2004).
- Norris, J. M. (2003). *Validity evaluation in foreign language assessment: Understanding and improving test use in the Georgetown University German Department*. Invited German Department research seminar, **Georgetown University**, Washington, DC (October 16, 2003).
- Norris, J. M., & Rowland, P. (2003). *Enabling learner-centered education through student learning assessment*. Invited Learner-Centered Education faculty development workshop, **Arizona State University**, Phoenix, AZ (April 26, 2003).
- Norris, J. M. (2003). *Overview of student learning assessment practices and procedures*. Paper presented at the Spring Assessment Symposium "Assessing Student Learning in Graduate Programs", **Northern Arizona University**, Flagstaff, AZ (February 19, 2003).
- Norris, J. M., & Rowland, P. (2002). *Using the online Student Assessment of Learning Gains (SALG) for improving instruction and learning*. Invited faculty development workshop, **Northern Arizona University**, Flagstaff, AZ (October 10, 2002).
- Norris, J. M., & Ortega, L. (2002). *Using CHILDES for the analysis of L2 German data from the GUGD Multiple Literacies FL curriculum*. Invited faculty development workshop, German Department, **Georgetown University**, Washington, DC (September 20-21, 2002).
- Norris, J. M., Rowland, P., & Hackstaff, K. (2002). *Critical thinking assessment for improving student learning*. Invited faculty development workshop, University Colloquium, **Northern Arizona University**, Flagstaff, AZ (September 10, 2002).
- Norris, J. M. (2002). *Considerations in assessing student learning outcomes in online settings*. Invited faculty development workshop, Center for Technology Enhanced Learning, **Northern Arizona University**, Flagstaff, AZ (August 22, 2002).
- Norris, J. M. (2002). *Assessment in the Georgetown University German Department: Final summary of development and evaluation efforts and some future directions*. Invited

- German Department semester-end workshop, **Georgetown University**, Washington, DC (May 01, 2002).
- Norris, J. M. (2001). *Curricular innovation via assessment development: Educational assessment as change agent in an undergraduate foreign language program*. Invited presentation for the Assessment Council, **Northern Arizona University**, Flagstaff, AZ (October 29, 2001).
- Norris, J. M. (2001). *Test purposes and test tasks: Fundamental issues in performance assessment for foreign language classrooms and programs*. Invited Pedagogy Seminar workshop for the Language Teaching Center, **Johns Hopkins University**, Baltimore, MD (March 14, 2001).
- Norris, J. M. (2000). *Consistency in foreign language writing assessment*. Invited two-day teacher in-service workshop, German Department, **Georgetown University**, Washington, DC (October 4-5, 2000).
- Norris, J. M. (2000). *Comprehensive construct validation in foreign language assessment, part 2*. Invited National Foreign Language Center presentation, **John Hopkins University**, Washington, DC (May 17, 2000).
- Norris, J. M. (2000). *Georgetown University German Department: A summary of assessment development efforts*. Invited German Department semester-end workshop, **Georgetown University**, Washington, DC (May 15, 2000).
- Norris, J. M. (2000). *Recent developments in task-based language assessment*. Invited National Foreign Language Center presentation, **John Hopkins University**, Washington, DC (March 22, 2000).
- Norris, J. M. (1999). *Comprehensive construct validation in foreign language assessment, part 1*. Invited National Foreign Language Center presentation, **John Hopkins University**, Washington, DC (October 27, 1999).
- Norris, J. M. (1999). *Specifying intended uses for language assessment, part 2*. Invited German Department faculty development workshop, **Georgetown University**, Washington, DC (May 20, 1999).
- Norris, J. M. (1999). *Specifying intended uses for language assessment, part 1*. Invited German Department faculty development workshop, **Georgetown University**, Washington, DC (April 15, 1999).
- Norris, J. M. (1999). *Task-based language assessment: Definitions and uses*. Invited Linguistics Department workshop, **Georgetown University**, Washington, DC (April 6, 1999).
- Norris, J. M. (1999). *Issues in task-based language assessment*. Invited German Department research seminar, **Georgetown University**, Washington, DC (January 27, 1999).
- Brown, J. D., Hudson, T. D., Kim, Y., and Norris, J. M. (1998). *Performance assessment for the FL classroom*. Invited workshop for the Second Language Teaching and Curriculum

Center, Professional Development Series, **University of Hawai'i**, Honolulu, HI (November 24, 1998).

Norris, J. M. (1998). *Microsoft Excel for test analysis and research applications*. Invited professional development workshop for faculty and staff at **Minnesota State University - Akita**, Japan (June 22, 1998).

Norris, J. M., Brown, J. D., & Hudson, T. D. (1998). *Central issues in L2 performance assessment: Task difficulty and the rating of task accomplishment*. Presentation at the Department of English as a Second Language Brownbag Lecture Series, **University of Hawai'i**, Honolulu, HI (March 5, 1998).

Norris, J. M. (1997). *Trends in language assessment research*. Invited presentation for faculty and staff at **Minnesota State University - Akita**, Japan (November 25, 1997).

Norris, J. M. (1997). *A validation study of the ACTFL Guidelines and the German Speaking Test*. Presentation at the Department of English as a Second Language Brownbag Lecture Series, **University of Hawai'i**, Honolulu, HI (April 25, 1997).

Brown, J. D., Hudson, T. D., & Norris, J. M. (1997). *Developing responsible portfolio assessment*. Presentation at the Department of English as a Second Language Brownbag Lecture Series, **University of Hawai'i**, Honolulu, HI (March 21, 1997).

Community Presentations

Norris, J. M. (2014, December). Conference abstract writing workshop. Presentation for graduate students at **Georgetown University**, Washington, DC.

Conn, C., & Norris, J. (2004, March). *Investigating strategies for increasing student response rates to online-delivered course evaluations*. Poster session presented at the 2nd Annual **Northern Arizona University** Assessment Fair, Flagstaff, AZ.

Conn, C., & Norris, J. (2003, April). *Investigating and improving student response rates for online courses*. Poster session presented at the 1st Annual **Northern Arizona University** Assessment Fair, Flagstaff, AZ.

Money, S., Norris, J., Rowland, P., & Conn, C. (2003, April). *Using mid-semester course evaluations for improving student learning*. Poster session presented at the 1st Annual **Northern Arizona University** Assessment Fair, Flagstaff, AZ.

Norris, J., & Schumer, L. (2003, April). *Progress in assessing and improving student learning outcomes in academic units: 1999-2002*. Poster session presented at the 1st Annual **Northern Arizona University** Assessment Fair, Flagstaff, AZ.

Rowland, P., Conn, C., & Norris, J. (2003, April). *Guidelines for course and degree program assessments of student learning*. Poster session presented at the 1st Annual **Northern Arizona University** Assessment Fair, Flagstaff, AZ.

Walker, P., Wegner, P., Gruber, S., Barron, N., & Norris, J. (2003, April). *Assessing technological literacy in English 105*. Poster session presented at the 1st Annual **Northern Arizona University** Assessment Fair, Flagstaff, AZ.

5. OTHER PROFESSIONAL ACTIVITIES

Reviewer

Journal Editorial Boards:

- *Australian Review of Applied Linguistics*, editorial board (2011-present)
- *EUROSLA Monographs*, editorial board (2009-2010)
- *Journal of Second Language Writing*, editorial board (2010-present)
- *Language Assessment Quarterly*, editorial board (2013-present)
- *Language Learning & Technology*, editorial board (2006-2010)
- *Language Teaching Research*, reviews editor (2002-2010), editorial board (2010-present)
- *Modern Language Journal*, editorial board (2012-present)
- *University of Sydney Papers in TESOL*, editorial board (2007-present)
- *Vigo international journal of applied linguistics*, editorial board (2012-present)

Book Series Editorial Boards, Book Manuscript Review:

- *Innovations in Language Learning and Assessment at ETS*, co-editor of books series published by Routledge (2014-present)
- *Task-Based Language Teaching: Issues, Research, Practice*, co-editor of book series published by John Benjamins (2006-present)
- *Cambridge University Press*, occasional external pre-publication book reviewer
- *Guilford Press*, occasional external pre-publication book reviewer
- *John Benjamins Publishers*, occasional external pre-publication book reviewer
- *Mouton de Gruyter*, occasional external pre-publication book reviewer
- *Peter Lang, Reflections and Directions in Language Education*, editorial board
- *Routledge, Taylor and Francis Group*, occasional external pre-publication book reviewer
- *Wiley-Blackwell*, occasional external pre-publication book reviewer

Refereed Journal Manuscripts (regular reviewer for the following journals):

- *American Journal of Evaluation*
- *Applied Linguistics*
- *Applied Psycholinguistics*
- *Canadian Modern Language Review*
- *Evaluation and Program Planning*
- *Heritage Language Journal*
- *Íkala, Revista de Lenguaje y Cultura*
- *International Journal of English Studies*
- *ITL – International Journal of Applied Linguistics*
- *Journal of Research in Reading*

- *Journal of Second Language Writing*
- *Language Assessment Quarterly*
- *Language, Culture and Curriculum*
- *Language Learning*
- *Language Learning & Technology*
- *Language Teaching Research*
- *Language Testing*
- *Modern Language Journal*
- *Revista Alicantina de Estudios Ingleses*
- *Studies in Educational Evaluation*
- *Studies in Second Language Acquisition*
- *TESOL Quarterly*
- *TOEFL Reports*
- *University of Sydney Papers in TESOL*

Other:

Grant proposal reviewing

- *British Academy, Small Research Grants*
- *Flemish Fund for Scientific Research*
- *Language Learning Small Grants Competition*
- *National Science Foundation (US)*
- *NWO, Dutch Research Council*
- *Research Grants Council, Hong Kong*
- *Test of English as a Foreign Language, TOEFL Grants*
- *The University of Auckland Early Career Research Excellence Awards*

Conference abstracts reviewing

- The International Conference on Task-Based Language Teaching (2005, 2009, 2011, 2013, 2015)
- The Second Language Research Forum (2008, 2009, 2010, 2012)
- East Coast Association of Language Testers (2014)
- American Association of Applied Linguistics (2006, 2007, 2009, 2010, 2011, 2012, 2013, 2014, 2015)
- The Language Testing Research Colloquium (2003, 2012, 2013, 2015)
- The Georgetown University Round Table (2005)
- Generative Approaches to Language Acquisition (2005)

Consultant/Evaluator

2014-18: **National Advisory Board, Center for Language Education and Research (CLEAR)**
Member of 4-person national advisory board for one of 16 national Language Resource Centers, CLEAR, at Michigan State University.

- 2009-13: **A Utilization-Focused Approach to Outcomes Assessment**
Director of inter-university collaborative on assessment in language/humanities programs (at Emory, Georgetown, Notre Dame, Rice universities).
- 2007-12: **Asesor Científico (Scientist Consultant)**
Consulted on *Writing in a Foreign Language Project*, Fundación Séneca, Murcia, Spain. Principal Investigators: Rosa Manchón, Liz Murphy, & Julio Roca de Larios.
- 2011: **External Evaluator for the University of Guam**
Evaluated large multi-unit English Department for periodic mandated program review.
- 2009-11: **External Evaluator for the Center for Applied Second Language Studies**
Directed formative and summative evaluation of a federally funded Language Resource Center at the University of Oregon; developed evaluation plan in consultation with program staff, directed activities of content area specialists, wrote evaluation reports.
- 2009-10: **Evaluation of Freeman-Funded Chinese Language Teaching Programs**
Directed formative and summative evaluation of three Chinese language teacher development, training, and certification programs at the University of Hawai'i College of Education and College of Languages, Linguistics, and Literature.
- 2007-08: **Understanding and Assessing ESL and FL Teacher Development**
Consulted with program administrators and faculty in the University of Hawai'i College of Education and College of Languages, Linguistics, and Literature on the development of frameworks for assessing teacher development, and improving language teacher education programs, towards state and national standards, with a particular emphasis on accreditation by the National Council for the Accreditation of Teacher Education.
- 2005-08: **Foreign Language Program Evaluation Project**
Served as external program evaluation consultant with exemplary college foreign language programs; developed evaluation frameworks, plans, instruments, and procedures; mentored faculty through the evaluation process; assisted in analysis, reporting, and use of evaluation findings.
- 2001-02: **National Flagship Language Initiative, Diagnostic Assessment Project**
Collaborated with researchers from the National Foreign Language Center, the University of California Los Angeles, and the University of Hawai'i at Mānoa on developing a prototype assessment procedure to be used in the selection and placement of advanced foreign language students into Flagship Language Programs, and for the diagnosis of learner profiles and needs for tailoring curriculum and instruction (PIs: Russ Campbell, Mike Long).
- 2001: **University of Hawai'i at Mānoa, Generation 1.5 Heritage Language Project.**

Advised on program evaluation system for funded project (*Office of Bilingual Education and Minority Language Affairs* grant; Kathryn Davis, PI) to improve academic performance and achievement among bilingual immigrant students in Hawaii's public schools. Collaborated with university departments of Education, English, and Second Language Studies, and with state Department of Education teachers/administrators in planning program evaluations.

2000: **Pearson Education, Test Your English Project**

Developed web-based English grammar sub-test in a battery used to match language learners with ability-appropriate web-based materials (PIs: Carol Chapelle, Joan Jamieson). Created test and item specifications, wrote items for computer-based administration, pilot-tested test forms, conducted classical and IRT item and test analyses, revised items and tests, created three operational test forms, wrote final report on test development project.

2000: **United States Department of State, English Language Specialist Program, Brazil**

Lectured on language assessment and program evaluation, and advised three US-Brazilian Binational Center language schools on the development of curriculum-based English-language assessment and program evaluation systems: Salvador (Associação Cultural Brasil Estados Unidos), Brasilia (Casa Thomas Jefferson), and São Paulo (União Cultural Brasil Estados Unidos).

2000: **Department of Applied Linguistics and ESL, Georgia State University**

Advised on needed research, development, and revision for state-wide English-language university entrance and placement exam (Georgia State Test of English Proficiency). Designed frameworks for specifying test use and for revision process.

1999-02: **German Department, Georgetown University**

Directed program-wide assessment development efforts in conjunction with departmental curriculum revision project (under the direction of Heidi Byrnes). Designed framework for identifying and specifying assessment purposes, developing appropriate test instruments and procedures, and evaluating assessment practice. Developed curriculum-based placement exam and advised on the development of curricular evaluation framework. Detailed information available at:
<http://data.georgetown.edu/departments/german/programs/curriculum/index.html>

1998: **United States Information Agency, English Language Specialist Program, Brazil**

Consulted with two US-Brazilian Binational Center language schools in Goiânia and Salvador on the development of English-language placement, achievement, and proficiency tests and assessment systems. Advised on curriculum evaluation and test development, analysis, and validation frameworks.

Professional Memberships

Professional Organizations and Committees, elected/appointed offices held:

- *East Coast Organization of Language Testers (ECOLT)*, steering committee (2014-present)
- *National Federation of Modern Language Teachers Associations (NFMLTA)*, outreach committee (2014-present)
- *TOEFL Committee of Examiners*, member of international advisory board for the Test of English as a Foreign Language, Educational Testing Service (2008-2011, chair 2011-2014).
- *American Association of Applied Linguistics*, nominating committee (2009-10, chair 2010-11); executive committee, member at large (2013-2014); chair of Task Force on Research Guidelines (2014-present).
- *Certificate in Dutch as a Foreign Language*, member of International advisory board for official Dutch language exam co-sponsored by the Dutch Language Union, the University of Amsterdam, and the University of Leuven (2002-2005)
- *Hawaii-Pacific Evaluation Association*, founding member of planning committee for local affiliate of American Evaluation Association (2005- 2006)
- *International Consortium on Task-Based Language Teaching*, founding member, chair (2006-present).
- *International Language Testing Association*, nominating committee (2007-08).
- *Standards-based Measurement of Proficiency*, member of national advisory board for multi-language proficiency exam developed at the Center for Applied Second Language Studies, University of Oregon (2006).
- *Teagle Foundation-Modern Language Association Working Group*, invited member of national committee on the future of language, literature, and the liberal arts in higher education (2007).

Organizations (occasional membership):

- AAAL (American Association of Applied Linguistics)
- AATG (American Association of Teachers of German)
- ACTFL (American Council on the Teaching of Foreign Languages)
- AEA (American Evaluation Association)
- AERA (American Educational Research Association)
- CAEL (Council on Adult Experiential Learning)
- HATESL (Hawai'i Association of Teachers of ESL)
- H-PEA (Hawai'i-Pacific Evaluation Association)
- ILTA (International Language Testing Association)
- NCME (National Council on Measurement in Education)
- TESOL (Teachers of English to Speakers of Other Languages)

6. HONORS AND AWARDS

- 2011: **Fulbright Senior Fellow**. Scholarship for the project “Contemporary Approaches to Second Language Teaching” at the *Universidad de Alicante*.
- 2009: **Language Learning Distinguished Scholar in Residence**. Awarded to internationally recognized scholars to support extended visits at a host institution.

- 2008: **Regents' Medal for Excellence in Teaching, University of Hawai'i.** Awarded to faculty "who exhibit an extraordinary level of subject mastery and scholarship, teaching effectiveness, and creativity and personal values that benefit students".
- 2001: **ACTFL-MLJ Paul Pimsleur Award for Research in Foreign Language Education.** Awarded to Norris & Ortega (2000) for the best research article on foreign language education in 1999-2000, American Council on the Teaching of Foreign Languages conference.
- 2001: **TESOL/Heinle & Heinle Distinguished Research Award.** Awarded to Norris & Ortega (2000) for best research article on language learning in 2000, Teachers of English to Speakers of Other Languages conference.
- 2000: **Mellon Research Fellow.** Residential graduate research fellowship for Ph.D. dissertation research, National Foreign Language Center at the Johns Hopkins University. (2 semesters)

7. SERVICE

University Service

(at Georgetown University)

- *Assessment and Evaluation Language Resource Center*, Director and Principal Investigator (2014-present)
- *Initiative for Multilingual Studies*, founding committee (2012), convener (2013-present)
- *Graduate Student Research Steering Committee*, member (2014-present)
- *Metrics Committee: Master's Programs*, Graduate College (2013-2014)
- *Advisory Group for the Initiative on Integrative Learning Analytics*, Office of the Provost (2013-present)
- *Search Committee*, German Department (2013-14)

(at the University of Hawai'i)

- Evaluation liaison for Second Language Studies, *Evaluation Committee of the College of Languages, Linguistics, and Literature*, University of Hawai'i at Mānoa: 2008-2012
- College of LLL *Excellence in Teaching Awards Screening and Evaluation Committee*, University of Hawai'i at Mānoa: 2010, 2012
- *Regents Medal for Excellence in Teaching Awards Screening Committee*, University of Hawai'i at Mānoa: 2009
- *Faculty Senate Task Force on Assessment*, Chair, University of Hawai'i at Mānoa: 2006-2007
- *WASC Accreditation Steering Committee*, University of Hawai'i at Mānoa: 2006-2007
- *University Assessment Council*, University of Hawai'i at Mānoa: 2005-2007
- *WASC Faculty Advisory Committee*, University of Hawai'i at Mānoa: 2004-2005

(at Northern Arizona University)

- *University Assessment Committee*, Northern Arizona University: 2002-2003
- *Deans Council Task Force on Credit for Prior Learning*, Northern Arizona University: 2002-2003

- *Provost's Action Committee on Academic Computing, Technological Literacy Subcommittee*, Northern Arizona University: 2002-2003

Department Service

(at Georgetown University)

- *Coordinator, Masters of Arts in Teaching Program*, Linguistics Department, Georgetown University: 2013-present
- *Chair, Visiting Assistant Professor in Applied Linguistics Hiring Committee*, Linguistics Department, Georgetown University: 2013

(at the University of Hawaii)

- *Undergraduate Studies Committee*, Department of Second Language Studies, University of Hawai'i at Mānoa: 2008-2011.
- *Departmental Planning and Policy Committee*, Department of Second Language Studies, University of Hawai'i at Mānoa: 2006-2012.
- *Program Assessment Committee*, Department of Second Language Studies, University of Hawai'i at Mānoa: 2004-2012.
- *M.A. in Second Language Studies Admissions Committee*, Department of Second Language Studies, University of Hawai'i at Mānoa: 2004-2006, 2008-2010.
- *Oihana Student Research Fund Committee*, Department of Second Language Studies, University of Hawai'i at Mānoa: 2005-2009, 2011-2012.
- *Language Assessment, Measurement, and Program Evaluation, M.A. Concentration Committee*, Department of Second Language Studies, University of Hawai'i at Mānoa: 2004-2012.

8. TEACHING

Courses Taught

(courses taught at Georgetown University, 2012-2015)

- *LING 494: Task-Based Language Learning and Teaching* (4 semesters, 3-credit graduate)
- *LING 548: Language Program Evaluation* (1 semester, 3-credit graduate)
- *LING 590: Advanced Statistics* (2 semesters, 3-credit graduate)
- *LING 567: Advanced Language Testing* (1 semester, 3-credit graduate)
- *LING 746: Seminar on Research Synthesis and Meta-analysis in Language Studies* (2 semesters, 3-credit graduate)
- *LING 750: Seminar on Accreditation, Accountability, and Assessment in Language Education* (1 semester, 3-credit graduate)

(courses taught at the University of Hawai'i: 1998-2012)

- *ESL 490: Second Language Testing* (1 semester, 3-credit graduate/undergraduate)
- *SLS 520: Heritage Language Program Evaluation Strategies* (1 semester, 3-credit graduate/undergraduate)
- *SLS 600: Introduction to Second Language Studies* (3 semesters, 3-credit graduate)
- *SLS 631: Second Language Program Evaluation* (5 semesters, 3-credit graduate)
- *SLS 670: Second Language Quantitative Research* (3 semesters, 3-credit graduate)

- *SLS 680P: Task-Based Language Teaching* (5 semesters, 3-credit graduate)
- *SLS 699: Directed Reading* (multiple students, graduate-level, variable credit)
- *SLS 710: Second Language Teaching* (1 semester, 3-credit graduate)
- *ESL 730: Seminar in second language pedagogy: Philosophy of Second/Foreign Language Teaching* (1 semester, 3-credit graduate, co-taught with Graham Crookes)
- *SLS 730: Seminar in second language pedagogy: Second Language Program Evaluation* (1 semester, 3-credit graduate)
- *SLS 730: Seminar in second language pedagogy: Accreditation, Accountability, and Assessment* (1 semester, 3-credit graduate)
- *SLS 730: Seminar in second language pedagogy: Task-based Language Teaching* (1 semester, 3-credit graduate)
- *SLS 730: Seminar in second language pedagogy: Constructs in Language Teaching, Learning, and Assessment* (1 semester, 3-credit graduate)

Thesis/Dissertation Direction and Reading

Director/chair of Ph.D. Dissertations

Defended:

- Shoko Sasayama (2015, Georgetown University): *The effects of task design on cognitive task complexity and task performance: A study of English and Japanese learners*
- Anastasia Mozgalina (2015, Georgetown University): *Applying an argument-based approach for validating assessments in second language acquisition research: The elicited imitation test for Russian*
- Aleksandra Malicka (2014, University of Barcelona, Spain, English Philology): *Researching the role of task sequencing in monologic production: individual task performance versus two sequencing orders*
- Veronika Timpe (2013, Technische Universität, Dortmund, English): *From language learner to intercultural speaker: The dependence of sociolinguistic competence and discourse competence on learning opportunities*
- John Davis (2012, University of Hawaii, Second Language Studies): *Accreditation-mandated outcomes assessment: Impact on tertiary foreign language education*
- Larry Davis (2012, University of Hawaii, Second Language Studies): *Rater cognition and behavior in speaking assessment*
- Yukiko Watanabe (2012, University of Hawaii, Second Language Studies): *Learning from outcomes assessment in college foreign language programs*

In preparation:

- Bart Deygers (Catholic University of Leuven, Belgium)
- Young A Son (Georgetown University)
- Todd McKay (Georgetown University)

Ph.D. Dissertation Committee Member

Defended:

- *Ph.D. in East Asian Languages and Literature* (University of Hawaii): Qiaona Yu (2015)
- *Ph.D. in Linguistics* (Georgetown University): Luke Amoroso (2015)

- *Ph.D. in SLA/SLS Dissertations* (all at the University of Hawaii): Martyn Clark (2007), Daniel Jackson (2013), Sangki Lee (2008), Marta Gonzalez-Lloret (2008), Yao Hill (2010), Hungtzu Huang (2010), Myong-Hee Ko (2008), Jee-Hyun Ma (2009), Doug Margolis (2007), Munehiko Miyata (2011), Siwon Park (2008), Barbara Schulz (2006), Sachiko Yasuda (2012)
- *Ph.D. (other disciplines) Dissertations*: Robert Ricks (Arabic, Georgetown University, 2015); Monica Stitt-Bergh (Educational Psychology, University of Hawaii, 2007); John Thurman (TESOL, Temple University Japan, 2008)

Master's Theses and Scholarly Papers

(note: at the University of Hawaii, the “Scholarly Paper” serves the same function as an MA Thesis, but with a committee of 2 readers and without formal proposal and defense stages; the product is a 30-80 pp. research paper)

- *MA Thesis Committees*: David Ellis (2005), Michael Kay (MA 2005, University of Melbourne, Applied Linguistics), Munehiko Miyata (2006), Akira Omaki (2005), Eric Setoguchi (2008)
- *MA in SLS Scholarly Papers Directed*: Eun-Suk Choi (2005), Reginald Gentry (2010), Sorin Huh (2006), Tim Jordan (2008), Jacob Kletzien (2010), Dennis Koyama (2007), James Laffrey (2006), Daehoi Lee (2010), Youjin Lee (2006), Miki Nagahira (2007), Ina Nam (2006), Saerhim Oh (2006), Youngsil Oh (2009), Hye-Young Park (2005), Moonyoung Park (2010), Jae Won Park (2012), Sena Pierce (2012), Lilibeth Robotham (2010), Michael Rollins (2012), Brian Shoen (2006), Yukiko Watanabe (2005), Weiwei Yang (2007), Ying Zhou (2005)
- *MA in SLS Scholarly Papers, Second Reader*: Dan Brown (2008), Amelia de los Rios (2010), David Faulhaber (2009), Kota Hattori (2005), Ritsuko Iyoda (2010), YongHwan Kim (2007), Hye Young Kim (2012), Jung-Min Lee (2008), Yusuke Okada (2007), Yoonah Seong (2008), Takashi Sugiyama (2006), Namhee Suk (2005), Takako Yamaguchi (2006)

9. FUNDED RESEARCH GRANTS

- 2014-18: **US Department of Education, Language Resource Centers Grant**
Principal Investigator and Director of the *Assessment and Evaluation Language Resource Center* (funded at \$700,000), co-authored with John Davis and Margaret Malone
- 2013: **Currents in Language Learning, Invitational Conference Grant**
Co-author (with Steven Ross, Rob Schoonen) for the conference event “Improving quantitative reasoning in language learning research”, hosted at Georgetown University (funded at \$15,000)
- 2013: **Foreign Languages and Linguistics Summer Academic Grant**
Principal investigator for the project entitled “Researching higher education program evaluation and outcomes assessment”, hosted at Georgetown University (funded at \$9000)
- 2010-14: **US Department of Education, Language Resource Centers Grant**
Co-author (Richard Schmidt-PI) for University of Hawaii National Foreign Language Resource Center; director of strand on language program evaluation and assessment (funded at \$1,300,000).

- 2005-08: **US Department of Education, International Research Studies Grant**
Principal investigator and single author for the project entitled *Identifying and responding to evaluation needs in college foreign language programs*, Department of Second Language Studies, University of Hawai‘i at Mānoa (funded at \$286,000).
- 2007: **National Endowment for the Humanities, University of Hawai‘i Humanities Council Grant**
Co-principal investigator (with Lourdes Ortega) for the project entitled 2nd International Conference on Task-Based Language Teaching (TBLT 2007), University of Hawai‘i at Mānoa (funded at \$5000).
- 2001-06: **US Department of Education, Bilingual Education Career Ladder Program Grant**
Co-author (with Kathryn Davis-PI, Graham Crookes, Kenton Harsch, Steve Jacques, Stephen Talmy, and Robert Bley-Vroman) for the project entitled *Careers in Language Education and Academic Renewal (CLEAR)*, Department of Second Language Studies, University of Hawai‘i at Mānoa (funded at \$1,231,092).
- 2000-02: **Spencer Foundation, Practitioner Research Communication and Mentoring Grant**
Co-principal investigator (with Heidi Byrnes) for the project entitled *Supporting teacher-researchers in a comprehensive curriculum renewal project in a college foreign language department*, Georgetown University (funded at \$30,000).

Sara T. Cushing (Weigle), Ph.D. Professor
Applied Linguistics/ESL College of Arts & Sciences Georgia State University

EDUCATION

1994 Ph.D., Applied Linguistics, University of California, Los Angeles
1988 M.A., Teaching English as a Second Language, University of California, Los Angeles
1980 B.A., German Studies, Stanford University

ACADEMIC POSITIONS

Georgia State University, Atlanta, GA, Department of Applied Linguistics & ESL
Senior Faculty Associate for Assessment of Student Learning (2017-present)
Professor (2012-present)
Department Chair (2008-2014)
Associate Professor (2004-2012)
Assistant Professor (1997-2004)
Director of ESL Testing Research & Development (2000-present)
Co-Director, Center for Urban Language Teaching and Research (CULTR), one of 16
National Foreign Language Resource Centers (2014-2016)
Soka University of America, Calabasas,
California Adjunct Assistant Professor
(1996)
University of California, Los Angeles, Department of TESL/Applied
Linguistics Visiting Assistant Professor (1995-97)

SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

Publications

Books

Cushing, S.T.. & Lim, G. (under contract). *Rating Scales*. Cambridge: Cambridge English.
Expected publication 2018.

Weigle, S. C. (2002). *Assessing Writing*. Cambridge, UK: Cambridge University Press.

Journal Articles (Refereed unless noted otherwise)

Cushing, S. T. (2017). Corpus linguistics in language testing research (editorial). *Language Testing*,
34, 4, 441-449 (non-refereed).

East, M. & Weigle, S.C. (2016). Innovation in rubric use: Exploring different dimensions
(editorial).

- Weigle, S.C. & Friginal, E. (2015). Linguistic dimensions of native speaker and non-native speaker academic writing in English: A comparison of writing tests and disciplinary writing. *Journal of English for Academic Purposes*, 18, 25-39.
- Yang, W., Lu, X., & Weigle, S.C. (2015). Different topics, different discourse: Relationships among writing topic, measures of syntactic complexity, and judgments of writing quality. *Journal of Second Language Writing*, 28, 53-67. **Honorable mention for JSLW Best Article for 2015 (awarded 2016).
- Friginal, E., & Weigle, S. (2014). Exploring multiple profiles of L2 writing using multi-dimensional analysis. *Journal of Second Language Writing*, 26, 80-95.
- Friginal, E., Li, M. & Weigle, S.C. (2014). Revisiting multiple profiles of learner compositions: A comparison of highly rated NS and NNS essays. *Journal of Second Language Writing*, 23, 1- 14.
- Weigle, S.C. Wang, Y., & Montee, M. (2013). Exploring reading processes in an academic reading test using short answer questions. *Language Assessment Quarterly* 10, 1, 28-48.
- Weigle, S.C. (2013). English language learners and automated scoring of essays: Critical considerations. *Assessing Writing*, 18, 1, 85-99. **Certificate for Highly Cited Research in *Assessing Writing* from 2014 through June 2016
- Weigle, S.C. & Parker, K. (2012). Source text writing in an integrated reading/writing assessment. *Journal of Second Language Writing*, 21, 2, 118-133.
- Weigle, S.C. (2010). Validation of automated scores of TOEFL iBT tasks against non-test indicators of writing ability. *Language Testing*, 27, 3, 335-353.
- Weigle, S.C. (2007). Teaching writing teachers about assessment. *Journal of Second Language Writing*, 16, 3, 194-209.
- Weigle, S.C. (2004). Integrating reading and writing in a competency test for non-native speakers of English. *Assessing Writing*, 9, 1, 27-55.
- Weigle, S.C. & Nelson, G. (2004). Novice tutors and their ESL tutees: Three case studies of tutor roles and perceptions of tutorial success. *Journal of Second Language Writing* 13, 203-225.
- Weigle, S.C., & Murphy, J. (2003). Mentoring and support for GTAs in ESL programs: An exploratory study of current practices. *Journal of Graduate Teaching Assistant Development*, 9, 3, 121- 133.
- Weigle, S.C., Boldt, H., & Valsecchi, M.I. (2003). Effects of task and rater background on the evaluation of ESL student writing: A pilot study. *TESOL Quarterly*, 37, 2, 345-354

- Boldt, H., Valsecchi, M.I., & Weigle, S.C. (2001). Evaluation of ESL student writing on text- responsible and non-text responsible writing tasks. *MEXTESOL Journal*, 24, 13-33.
- Weigle, S.C. (1999). Examining the role of the rater in determining writing prompt equivalence: Quantitative and qualitative approaches. *Assessing Writing*, 6, 2, 145-178.
- Weigle, S.C. (1998). Using FACETS to model rater training effects. *Language Testing*, 15, 2, 264-288.
- Weigle, S.C. & Jensen, L. (1996). Reading rate development in university ESL courses. *CATESOL Journal*, 9, 2, 55-71.
- Weigle, S.C. (1994). Effects of training on raters of ESL compositions. *Language Testing*, 11, 2, 197- 223.

Edited Journal Issues

- Cushing, S. (2017). Corpus linguistics and language testing. *Language Testing*, 34 (4).
- East, M, & Cushing, S. (2016). Innovation in rubric use: Exploring different dimensions. *Assessing Writing*, 30 (6).

Chapters in Edited Volumes

- Weigle, S.C. & Goodwin, S. (2016). Applications of corpus linguistics in language assessment. Banerjee, J. and Tsagari, D. (Eds.). *Contemporary Second Language Assessment*. London: Bloomsbury Academic, pp. 209-223.
- Weigle, S.C. (2016) Second language writing assessment. In P. Matsuda and R. Manchon, (Eds.) *Handbook of Second and Foreign Language Writing*. De Greuter-Mouton.
- Weigle, S.C. & Malone, M. (2016). Assessing English for academic purposes. In K. Hyland and P. Shaw (Eds.). *The Routledge Handbook of English for Academic Purposes*. London, UK: Routledge.
- Weigle, S.C. (2014). Considerations for teaching an ESL/EFL writing course. In M. Celce-Murcia, D. Brinton, & M.A. Snow (Eds.), *Teaching English as a second or foreign language* (4th Edition). Boston: Heinle Cengage. (In print 2013).
- Weigle, S.C. (2013). Assessing literacy. In A. Kunnan (Ed.), *The companion to language assessment*. Hoboken, NJ: Wiley-Blackwell. Volume I, Part 2, Chapter 4.

- Weigle, S.C. (2013). Chapter 2: ESL writing and automated essay evaluation. In Shermis, M. & Burstein, J. (Eds.) *Handbook on automated essay evaluation: Current applications and new directions*, pp. 36-54.
- Weigle, S.C. & Montee, M. (2012). Raters' perceptions of textual borrowing in integrated writing tasks. In M. Tillema, E. Van Steendam, G. Rijlaarsdam & H. van den Bergh (Eds.) *Measuring writing: Recent insights into theory, methodology and practices*, pp. 117-151. Bingley, UK: Emerald Books.
- Weigle, S.C. (2012). Assessing writing. In C. Coombe, B. O'Sullivan, P. Davidson, and S. Stoyanoff (Eds.), *The Cambridge Guide to Language Assessment*. Cambridge: Cambridge University Press.
- Weigle, S.C. (2006). Investing in assessment: Designing tests to promote positive washback. In P. Matsuda, C. Ortmeier-Hooper, & X. You (Ed.), *Politics of second language writing: In search of the promised land*, pp. 222-244. W. Lafayette, IN: Parlor Press.
- Weigle, S.C. (2005). Second language writing expertise. In K. Johnson (Ed.), *Expertise in Language Learning and Teaching*, pp. 128-149. Hampshire, England: Palgrave Macmillan.
- Weigle, S.C. & Nelson, G. (2001). Academic writing for university examinations. In I. Leki (Ed.), *Case studies in academic writing programs*. Alexandria, VA: TESOL, Inc.
- Weigle, S.C. & Jensen, L. (1997). Assessment issues for content-based instruction. In M. A. Snow and D. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content*, pp. 201-212. White Plains, NY: Addison Wesley Longman.
- Weigle, S.C. & Lynch, B.K. (1996). Hypothesis testing in construct validation. In A. Cumming (Ed.), *Selected papers from the 1992 Language Testing Research Colloquium*, 58-71. Avedon, UK: Multilingual Matters.

Published Reviews

- Weigle, S.C. (2010). Review of Shaw, S.D. & Weir, C.J. (2007). *Examining writing: Research and practice in assessing second language writing*. *Language Testing*, 27, 1, 141-4.
- Weigle, S.C. (2005). Review of Ferris, D. and Hedgcock, J.S. (2005). *Teaching English composition: Purpose, process, and practice (2nd edition)*. *Language Teaching Research*, 9, 3, 347-50.
- Weigle, S.C. (2000). Review of Michigan English Language Assessment Battery. *Language Testing*, 17, 4, 449-55.
- Cushing, S.T. (1990). Review of *The Newbury House TOEFL Preparation Kit*. *Issues in Applied Linguistics*, 1, 2, 281-6.

Encyclopedia Entries

Weigle, S.C. (2017). Scoring writing. In J. Lontas (Ed.) *The TESOL Encyclopedia of English Language Teaching*. New York: Wiley

Weigle, S.C. (2013). The assessment of writing. In C. Chapelle (Ed.), *The encyclopedia of applied linguistics*. Hoboken, NJ: Wiley-Blackwell. DOI: 10.1002/9781405198431.wbeal0056

Technical Reports

Weigle, S.C. (2011). Validation of automated scores of TOEFL iBT tasks against non-test indicators of writing ability. TOEFL iBT Research Report TOEFL iBT-15. Princeton, NJ: Educational Testing Service.

Weigle, S.C. (1995). Initial cutoff ranges for the BEST and NYS Place Test for Placement into Model Standards proficiency levels. Technical Report: UCLA Center for the Study of Evaluation. Available through ERIC Database (#ED423715).

Butler, F.B., Weigle, S.C., Kahn, A., & Sato, E. (1996). Test development plan with specifications for placement instruments anchored to the Model Standards. Technical Report: UCLA Center for the Study of Evaluation. Available through ERIC Database (#ED423714).

Kahn, A., Butler, F.B., Weigle, S.C., & Sato, E. (1995). Adult Education ESL Assessment Project: Final report year 3. Technical Report: UCLA Center for the Study of Evaluation. Available through ERIC Database (#ED423713).

Weigle, S.C., Kahn, A., Butler, F.B., & Sato, E. (1994). Adult Education ESL Assessment Project: Final report year 2. Technical Report: UCLA Center for the Study of Evaluation.

Kahn, A., Butler, F.B., Weigle, S.C., & Sato, E. (1994). Adult ESL placement procedures in California: A summary of survey results. Technical Report: UCLA Center for the Study of Evaluation. Available through ERIC Database (#ED423712).

Butler, F.B., Weigle, S.C., Kahn, A., & Sato, E. (1993). Adult Education ESL Assessment Project: Final report year 1. Technical Report: UCLA Center for the Study of Evaluation.

Invited Workshops and Seminars

Invited pre-conference workshop. (2017, October). *Developing and using rating scales for writing assessment*. East Coast Organization of Language Testers, Washington, D.C.

Invited pre-conference workshop. (2017, July). *Developing and using rating scales for writing assessment*. Language Testing Research Colloquium, Bogotá, Colombia.

Invited workshop. Speaking and writing assessment. (2017, July). Vietnam Ministry of Education and Training. Hanoi, Vietnam

Invited pre-conference workshop. Rating scales. (2015, May). Association of Language Testers in Europe, Bergen, Norway.

Visiting lecturer, Chulalongkorn University, Bangkok, Thailand (2014, November). Taught 45 hour advanced seminar on language assessment and evaluation.

Invited pre-conference workshop: Language Testing Research Colloquium, Seoul, South Korea (with Lynda Taylor; 2013, July). *Defining and assessing writing ability: Best practices and current issues in classroom and large-scale assessment*.

Invited pre-conference workshop, European Association for Language Testing and Assessment conference, Innsbruck, Austria. (With Lynda Taylor; 2012, May). *Assessing writing: Principles, practice and performance*.

Invited Presentations

Cushing, S.T. (2017, July). *A new apologia for the timed impromptu writing test*. Invited plenary paper, Symposium on Second Language Writing, Bangkok, Thailand.

Cushing, S.T. (2016, November). *Assessment literacy and assessment for learning*. Keynote lecture, Classroom Assessment for Language Teachers conference, Tucson, Arizona.

Weigle, S.C. (2015, May). *Characteristics of academic writing: Is what we can count all that counts?*

Invited plenary paper, Association of Language Testers in Europe, Bergen, Norway.

Weigle, S.C. (2014, November). *Automated scoring and feedback in ESL writing: Challenges and opportunities*. Invited lecture, Khon Kaen University, Khon Kaen, Thailand.

Weigle, S.C. (2014, May). *Automated scoring and feedback in ESL writing: Challenges and opportunities*. Invited plenary paper, TESL Canada, Regina, Saskatchewan, Canada.

Weigle, S.C. (2012, March). *Integrated tasks in writing assessment*. Paper presented at the International Association of Teachers of English as a Foreign Language, Testing, Evaluation and Assessment Special Interest Group Pre Conference Event, Glasgow, UK.

Weigle, S.C. (2012, March). *Textual borrowing in integrated writing tasks: The rater's perspective*.

Paper presented at the Spring Research Seminar, The Centre for Research in English Language Learning and Assessment (CRELLA) at the University of Bedfordshire, Luton, UK.

- Weigle, S.C. (2011, September). *Automated essay scoring in high-stakes language testing*. Invited plenary paper, Midwest Association of Language Testers/Technology for Second Language Learning Conference, Ames, Iowa.
- Weigle, S.C. (2011, August). *Current trends in high-stakes writing assessment*. Invited keynote paper, Korean English Language Testing Association, Seoul, Korea.
- Weigle, S.C. (2011, August). *Automated scoring of ESL/EFL writing*. Invited lecture, Seoul National University, Seoul, Korea.
- Weigle, S.C. (2010, October). *Teaching second language writers: Theory, tips, techniques*. Invited workshop, San Jose State University, San Jose, CA.
- Weigle, S.C. (2010, February). *Language assessment: Beginning with the end in mind*. Invited plenary presentation. NileTESOL, Cairo, Egypt.
- Weigle, S.C. (2009, November). *Comparing e-rater and human scores on TOEFL iBT Independent tasks with other indicators of writing ability*. Invited paper, Symposium on Second Language Writing, Tempe, Arizona.
- Weigle, S.C. (2009, September). *Validity of automated scores of TOEFL iBT Tasks*. Paper presented at TOEFL Research Symposium, ETS, Princeton, NJ.
- Weigle, S.C. (2007, May). *Automated scoring of ESL writing: promise or peril?* Invited plenary presentation, Southern California Association of Language Assessment Research, University of California, Los Angeles.
- Weigle, S.C. (2007, May). *Designing tasks and rubrics for writing assessment*. Invited symposium, Southern California Association of Language Assessment Research, University of California, Los Angeles.
- Weigle, S.C. (2007, March). *Computer scoring of ESL writing*. Invited presentation, Michigan State University.
- Weigle, S.C. (2007, March). *Writing assessment for writing teachers*. Keynote speaker, GATESOL, College Park, GA.
- Weigle, S.C. (2006, September). *Computer scoring of ESL writing*. Invited presentation, University of Minnesota Department of ESL.
- Weigle, S.C. (2006, September). *The integration of reading and writing in language assessment*. Invited presentation, Center for Advanced Research on Language Acquisition, University of Minnesota.
- Weigle, S.C. (2004, October). *Cognitive and social-constructivist perspectives on writing: Implications for assessment*. Invited plenary paper, East Coast Organization of Language

Testers, Washington, D.C.

Weigle, S.C. (2004, September). *Investing in assessment: Designing tests for positive washback*. Invited presentation, Symposium on Second Language Writing, Purdue University, W. Lafayette, Indiana. (featured speaker)

Weigle, S.C. (2004, April). *Six good reasons to learn about assessment*. Invited presentation, Higher Education Interest Section Academic Session, TESOL, Long Beach, CA.

Weigle, S.C. (2002, January). *Development and validation of an integrated reading/writing test*. Invited presentation, Ontario Institute of Studies in Education, Toronto, Canada, January 2003.

Weigle, S.C. (1999, September). *Issues in second language writing assessment: Task design and scoring procedures*. Invited colloquium, University of Alabama at Huntsville.

Conference Presentations

Cushing, S.T. (2017, October). *Voices from the front line: Best practices in rating speaking and writing*. Paper presented at East Coast Organization of Language Testers, Washington, D.C.

Cushing, S.T., & Tywoniw, R. (2017, July). *Validating a holistic rubric for scoring short answer reading questions*. Paper presented at Society for the Scientific Study of Reading, Halifax, Nova Scotia, Canada.

Cushing, S. & Gregg, P. (2017, June). Closing the loop(hole): Lessons from three years of peer-reviewed assessment reports. Paper presented at the Association for the Assessment of Learning in Higher Education, Louisville, KY.

Tywoniw, R., Cushing, S.T., & Wu, J. (2016, October). *Short answer writing task rubric validation using discrete and holistic measures*. Poster presented at East Coast Organization of Language Testers, Washington, D.C.

Chiesa, D., & Cushing, S.T. (2016, September). *Discovering Mongolian teacher's epistemological perspectives of language assessment for creation of an in-service training*. Language Assessment Literacy Symposium, Lancaster, U.K.

Cushing, S.T. (2016, March). *Connecting corpus linguistics and language assessment*. Invited colloquium, American Association of Applied Linguistics, Orlando, Florida.

Weigle, S.C. (2015, March). *Applications of automated scoring tools for student feedback and learning*. Symposium organized at the Language Testing Research Colloquium, Toronto, Ontario, Canada.

Weigle, S.C. (2014, September). *Applications of corpus linguistics to teach and assessment of writing*.

Paper presented at the German Applied Linguistics Congress, Marburg, Germany.

Weigle, S.C. & Eric Friginal, (2014, June). *Comparing linguistic features of essay test writing with writing in the disciplines*. Paper presented at the Language Testing Research Colloquium, Amsterdam, Netherlands.

Weigle, S.C. (2014, April). *Considerations in developing and using AWE feedback for second language writers*. Paper presented at the American Educational Research Association, Philadelphia, PA.

Weigle, S.C. & Eric Friginal, (2014, February). *Linguistic dimensions of academic writing in English: comparing standardized language testing and successful university writing*. Paper presented at Writing Research Across Borders, Paris, France.

Weigle, S.C. & Eric Friginal (2013, October). *Comparing writing on essay tests with writing in the disciplines*. Poster presented at the East Coast Organization of Language Testers, Washington, D.C.

Weigle, S.C. & Friginal, E. (2013, September). *Linguistic dimensions of test essays and disciplinary writing: A comparison*. Paper presented at the Midwest Association of Language Testers, East Lansing, Michigan.

Weigle, S.C., Romer, U., & Titak, A. (2013, April). *Preparing graduate students for undergraduate teaching in Applied Linguistics*. Paper presented at the Southeastern Conference on Linguistics, Spartanburg, SC.

Feinberg, I. & Weigle, S.C. (2013, March). *Exploring barriers to comprehension in a health care setting*. Poster presented at AAAL, Dallas, Texas.

Yang, W., Lu, X., & Weigle, S.C. (2012, March). *Predictive power of linguistic complexity on writing performance and topic effect*. Paper presented at LTRC, Princeton, NJ.

Weigle, S.C. & Montee, M. (2011, October). *Textual borrowing and rater perceptions in integrated writing tasks*. Paper presented at ECOLT, Washington, DC.

Yang, W., Weigle, S.C., Montee, M., Shaver, H. & Conley, W. (2011, March). *Assessing reading through short answer questions: validity evidence from a cognitive processing perspective*. Paper presented at AAAL, Chicago, IL.

Li, M., Friginal, E. & Weigle, S.C. (2011, March). *Multiple profiles of highly-rated NS and NNS Essays: A corpus-based comparison*. Paper presented at AAAL, Chicago, IL.

Weigle, S.C. & Parker, K. (2011, March). *Source text borrowing in an integrated reading & writing assessment*. Paper presented at AAAL, Chicago, IL.

Weigle, S.C., Yang, W., Montee, M., Shaver, H. & Conley, W. (2010, October). *Assessing*

- reading through short answer questions: validity evidence from a cognitive processing perspective.* Paper presented at ECOLT, Washington, DC.
- Weigle, S.C. & Friginal, E. (2010, April). *Linguistic characteristics of NS and NNS responses to impromptu essay prompts.* Paper presented at LTRC, Cambridge, UK.
- Weigle, S.C. & Parker, K. (2010, March). *Textual borrowing in an integrated reading/writing assessment.* Paper presented at AAAL, Atlanta, GA.
- Yang, W., Li, M., Ye, L., & Weigle, S.C. (2010, March). *Rater and task effects on scores on TOEFL iBT independent writing tasks.* Paper presented at AAAL, Atlanta, GA.
- Weigle, S.C. (2009, March). *Automated and human scoring of ESL writing.* Paper presented at AAAL, Denver, CO.
- Weigle, S.C. & Yang, W. (2009, March). *Validation and implementation of an integrated reading and writing test.* Paper presented at LTRC, Denver, CO.
- Weigle, S.C., Lu, Y., & Baker, A. (2007, November). *Validating automated essay scoring for ESL writers.* Paper presented at the East Coast Organization of Language Testers, Washington, D.C.
- Weigle, S.C., Baker, A., & Lu, Y. (2007, June). *Validation of automated essay scoring for ESL writers.*
Paper presented at the Language Testing Research Colloquium, Barcelona, Spain.
- Belcher, D., Weigle, S.C., & Cavusgil, S. (2006, March). *Establishing effective graduate student writer/mentor relationships.* Paper presented at TESOL, Tampa, Florida
- Carrell, P. , Weigle, S.C., McCrudden, M., Murry, D., & Jaret, C. (2005, July). *Notetaking strategies and instruction effects on listening comprehension assessment tasks.* Paper presented at AILA, Madison, WI.
- Murphy, J. & Weigle, S.C. (2005, March). *Survey of the MATESOL methods course.* Paper presented at TESOL, San Antonio, Texas.
- Weigle, S.C. & Nelson, G. (2004, April). *Learning to tutor ESL writing students.* Paper presented at TESOL, Long Beach, CA.
- Weigle, S.C. (2003, March). *Development of an integrated reading/writing test.* Paper presented at TESOL, Baltimore.
- Weigle, S.C. (2002, April). *Large-scale and classroom-based writing assessment.* Paper presented at TESOL, Salt Lake City, Utah. (Audiotaped session)
- Weigle, S.C., Boldt, H., & Valsecchi, M.I. (2001, March). *Content professors' ratings of ESL*

- student writing*. Paper presented at TESOL, St. Louis, MO. (Audiotaped session)
- Weigle, S.C. & Murphy, J. (2001, March). *Institutional and departmental support of ESL GTAs*. Paper presented at TESOL, St. Louis, MO.
- Bunting, J., Weigle, S.C., Nystrom, S., Nicholson, M., & Sheehan, J. (2001, March). *Broadening the subject pool for applied linguistics research*. Paper presented at AAAL, St. Louis, MO.
- Sheehan, J., Bunting, J., Weigle, S., Nicholson, M., Lutenbacher, C., Nystrom, S., Smith, F. & Maslekoff, D. (2000, October). *Mainstream TESOL research subjects: A review of six journals*. Paper presented at Southeast TESOL Conference, Miami, Florida.
- Weigle, S.C., Lamison, B., & Peters, K. (2000, October). *Topic selection on a standardized writing assessment*. Paper presented at Southeast Regional TESOL, Miami, FL.
- Weigle, S.C., Cavusgil, S., Yance, J. & Firestone, S. (2000, March). *Developing promotion and exit standards for ESL courses*. Paper presented at TESOL, Vancouver, B.C.
- Weigle, S. C. (1998, March). *Investigating writing task equivalence through rater judgments*. Paper presented at TESOL, Seattle, WA.
- Butler, F., Weigle, S.C., Kahn, A., & Sato, E. (1995, March). *Operationalizing content validity: A process approach*. Paper presented at the Language Testing Research Colloquium, Long Beach, CA.
- Weigle, S.C., Butler, F., Kahn, A. & Sato, E. (1995, March). *Placement instruments for adult ESL programs: The selection process*. Paper presented at TESOL, Long Beach, CA.
- Weigle, S.C. & Darling, L. J. (1995, March). *Reading rate development: Three studies*. Paper presented at TESOL, Long Beach, CA.
- Weigle, S.C. (1994, March). *Using FACETS to model rater training effects*. Paper presented at the Language Testing Research Colloquium, Washington, D.C.
- Coady, J., Weigle, S.C., & Jensen, L. (1994, March). *Research in reading rate development*. Paper presented at TESOL, Baltimore, MD.
- Cushing, S.T. (1993, April). *Decision making processes of ESL composition raters*. Paper presented at AAAL, Atlanta, GA.
- Cushing, S.T. (1993, April). *L2 proficiency, academic status, and lecture note content*. Paper presented at TESOL, Atlanta, GA.
- Bachman, L., Cushing, S.T., & Purpura, J.E. (1993, April). *Designing a research questionnaire to explore test taker characteristics*. Paper presented at TESOL, Atlanta, GA.

- Cushing, S.T., Butler, F., Bycina, D., Kraft, C., & Weasenforth, D. (1993, April). *Testing academic English proficiency*. Paper presented at TESOL, Atlanta, GA.
- Lynch, B. & Cushing, S.T. (1992, March). *Hypothesis testing in construct validation*. Poster presentation at the Language Testing Research Colloquium, Vancouver, B.C.
- Cushing, S. T. (1991, March). *English for Pedagogical Purposes: Language training for content teachers*. Paper presented at TESOL, New York, NY.
- Cushing, S.T. (1990, March). *Reading rate development in university ESL courses*. Paper presented at TESOL, San Francisco, CA.
- Eyring, J., & Cushing, S.T. (1989, April). *Project work in academic ESL courses*. Paper presented at CATESOL, Long Beach, CA.
- Schumann, J., Cushing, S.T., Taylor, H., & Webster, K. (1988, March). *Further research on a lexical method for language learning*. Paper presented at TESOL, Chicago, IL.

Grants, Honors, Awards, and Recognition

Exceptional Service Award, Georgia State University, 2017

Department Of Education Title Vi Language Resource Center Grant To Establish CULTR (Center for Urban Language Teaching And Research), (\$711,904). Co-Principal Investigator. (2014- 16)

Identifying and reducing linguistic barriers to comprehension among Limited English Proficient diabetes patients in health care interactions. (\$25,000). Co-principal investigator. GSU/CDC Collaborative Seed Grant. (2012)

Assessing reading comprehension through short answer questions: Validity evidence from a cognitive processing perspective. (\$22,500). Research on the Challenges of Acquiring Language and Literacy Initiative Funding Project from GSU Provost Office. (2009)

Validation of automated scoring of TOEFL iBT tasks against non-test indicators of writing ability (\$101,417); Educational Testing Service Sponsored Research Grant (2006)

Fulbright Senior Specialist Grant to teach Research Methods in Applied Linguistics in Cordoba and Rio Cuarto, Argentina (2004)

Freshman Learning Community Summer Grant (\$2000), Georgia State University (2003)

Revision of the Georgia State English Proficiency Test. Instructional Improvement Grant (\$5000), Georgia State University (2000)

Developing promotion and exit standards for ESL courses. Instructional Improvement Grant (\$1800), Georgia State University (1998)

TOEFL Award for Outstanding Doctoral Dissertation in Language Testing (1996)

Professional Consulting

English Language Specialist, U.S. Department of State, Hanoi, Vietnam (2017)
English Language Specialist, U.S. Department of State, Cairo, Egypt (2010)
Reviewer, Intensive English Program, American University of Sharjah, Sharjah, United Arab Emirates (2008)
Writing Assessment Consultant, National Assessment of Adult Literacy, (2004-2008)
Research Consultant, Dr. Patricia Carrell, ETS study of note-taking on TOEFL listening (2003-2005)
Reviewer of IPT Writing Test, Ballard & Tighe Publishers, Brea, CA (2002)
Language Proficiency Assessor, Egyptian Teacher Training Initiative, Georgia State University (1998-99)
Vocational English Assessor, Nelson Nameplate Inc., Los Angeles, CA (1994)
Language Proficiency Assessor, Advanced English Program, UCLA (1991)
Test Development Consultant, University of Southern California (1990-91)

Editorial Projects

Editorial Service

Associate Editor, *Language Assessment Quarterly* (2013-2015)
Book Review Editor, *Language Testing* (2003-2009)
Editorial Board, *Language Assessment Quarterly* (2013-present)
Editorial Board, *Language Testing* (2002-2012)
Editorial Board, *Assessing Writing* (2003-present)
Editorial Board, *Journal of Second Language Writing* (2008-present)
Editor, TESOL Research Interest Section Newsletter (March 1998 – March 2003)

Evaluation/Manuscript Reviewing

External evaluator, candidate for promotion and tenure, Pace University (2017)
External evaluator, candidate for promotion and tenure, Umm AlQura University (2016)
External evaluator, candidate for promotion to Professor, University of Toronto (2016)
External evaluator, candidate for promotion and tenure. Indiana University (2016)
External evaluator, candidate for promotion and tenure. University of Melbourne (2016)
External evaluator, candidate for promotion and tenure, University of Arizona (2016)
External evaluator, candidate for promotion and tenure, Hunter College (2014)
External evaluator, candidate for promotion and tenure, Boise State University (2013)
External evaluator, candidate for promotion and tenure, Michigan State University (2013)
External evaluator, candidate for promotion to Professor, Ohio University (2012)
External evaluator, Ph.D. Candidate, University of Malaya (2011)
External evaluator, Ph.D. Candidate, McGill University (2010)
External evaluator, Ph.D. Candidate, University of Melbourne (2010)
External evaluator, candidate for tenure and promotion to Associate Professor, University of Central Florida (2008)
External evaluator, Ph.D. degree candidate, Ontario Institute for Studies in Education, University of Toronto (2008)
External evaluator, Ph.D. degree candidate, Ontario Institute for Studies in

Education, University of Toronto (2002-2003)
Strand coordinator, American Association of Applied Linguistics conference proposals (2008, 2012, 2016)
Reviewer, East Coast Origination of Language Testers conference proposals (2003, 2006, 2008, 2009, 2015)
Reviewer, TESOL Research Interest Section/Newbury House Distinguished Research Award (1999, 2002, 2006)

Reviewer, Research Interest Section proposals for TESOL conference (1998, 1999, 2001, 2005, 2006)
Reviewer, American Association of Applied Linguistics conference proposals (1998, 1999, 2001, 2005, 2006, 2007, 2016, 2017)
Reviewer, Language Testing Research Colloquium conference proposals (1996, 2003, 2005, 2006, 2013, 2017)
External reviewer, M.A. degree candidate, University of Melbourne (1996)
Manuscript reviewer, *TESOL Quarterly*, *Journal of Second Language Writing*, *Language Learning*, *Assessing Writing*, *ESP Journal*, *Language Testing*, *Issues in Applied Linguistics*, *Language Assessment Quarterly*, Yale University Press, Cambridge University Press, Educational Testing Service (1996—present)

Professional Activities

Memberships

Teachers of English to Speakers of Other Languages
(TESOL) American Association of Applied Linguistics
(AAAL) International Language Testing Association
(ILTA) American Educational Research Association
(AERA)

Offices/Committees

Chair, TOEFL Committee of Examiners, Educational Testing Service, Princeton, NJ (2014- 2017)
Member, TOEFL Committee of Examiners, Educational Testing Service, Princeton, NJ (1996- 99; 2013-present)
Treasurer, International Language Testing Association (2009-2012)
Co-chair, Language Testing Research Colloquium (March 2009)
Member, Standing Committee on Research, TESOL (March 2006-2008) Chair, Research Interest Section, TESOL (2006-2007)
Member-at-large, Executive Board, International Language Testing Association (2003- 2004)

INSTRUCTION & ADVISING

Graduate

Georgia State University

General Linguistics (face to face and fully online sections)
Historical Linguistics (crosslisted with undergraduate course)
Research Design and Statistics for Applied Linguistics
Second Language Assessment and
Evaluation Quantitative Research Methods
Doctoral Seminar in Performance
Assessment Issues in Second Language
Writing
Linguistic Analysis
Approaches to Teaching English as a Second
Language Materials Design, Development, and
Publication Practicum in ESL/EFL Teaching
Preparation for Undergraduate Teaching
National University of Cordoba & National University of Rio Cuarto, Argentina

Research Methods for Applied
Linguistics UCLA
Introduction to Language Testing
Research Design and Statistics for Applied
Linguistics Soka University of America
Basic TESOL
Methodology UCLA
Extension
Methods of Teaching English Usage and Structure in the ESL Classroom

Undergraduate

Georgia State University
Introduction to Linguistics
Languages of the World
Freshman Orientation (GSU
1010) Morphology & Syntax
English Grammar in Use

English as a Second Language

Georgia State University
Advanced Pronunciation for Graduate Students
Academic English for Graduate Students (Level
I) Advanced Structure/Composition
UCLA
Advanced Oral Skills for International Teaching
Assistants High Intermediate and Advanced Academic
ESL
English for Pedagogical Purposes
Developmental Composition for ESL
Students
Content-based ESL (adjuncted to Psychology & Communications courses)

Other Teaching Experience

UCLA, ESL Section, Teaching Assistant (1987-93)
UCLA, Education Extension, Instructor (1992)
Eötvös Lorand University, Faculty of Sciences, Budapest, Hungary, Lecturer (1990)
Various Organizations, Vienna, Austria, EFL Teacher (1981- 82)

Student Supervision

Dissertations directed

Yanbin Lu, "Cognitive factors contributing to Chinese EFL learners' L2 writing performance in timed essay writing." Defended June 2010.

Liang Guo, "Product and process in TOEFL iBT independent and integrated writing tasks: An investigation of construct validity." Defended August 2011.

Lijuan Ye, "The teaching and learning of Chinese as a foreign language (CFL) in the U.S.: To delay or not to delay the character introduction." (Co-Chair). Defended September 2011.

WeiWei Yang, "The effect of cognitive complexity of independent writing tasks on l2 writing quality and linguistic features of writing and the predictive power of linguistic features on writing quality for tasks of different cognitive complexity." Defended 2014.

Brittany Polat, "Finding patterns in language: Semantic content analysis and individual differences among second language learners." Defended 2014.

Sarah Goodwin, "Locus of control in second language listening assessment tasks." Defended 2016.
Megan Montee, "Oral academic language use in high school ELA and mathematics." Defended 2017.

Undergraduate honors' theses directed

Keisha Parker, "Patchwriting in an integrated reading and writing assessment: A study on textual borrowing in a timed integrated task." Completed December 2010.

SERVICE

University Service

Member, University Fulbright Committee, 2016-present
University Senate, 2003-2017
Member, Consolidation Implementation Committee, 2015
Chair, Senate Committee on Admissions & Standards, 2013-2017
Chair, Senate Committee on Academic Programs, 2008-2013
Chair, Undergraduate Council, Committee on Academic Programs, 2003-

2008 Member, Senate Committee on Academic Programs, 2003-2017
Member, Senate Admissions & Standards Committee, 2003-
2017 Member, Hardship Withdrawal Appeals Committee,
2006-2007 Member, Hardship Withdrawal Committee, 2007-
2013
Chair, Emergency Withdrawal Committee, 2013-2017
Member, Search Committee, Coordinator of Student Assistance, Dean of Students Office,
2007 Member, Search Committee, University Registrar, 2017

**Celeste Kinginger
Curriculum Vitae**

Home:

1603 Ridge Road
Warriors Mark, PA 16877
814 632-3409

Office:

Department of Applied Linguistics
The Pennsylvania State University
305 Sparks Building
University Park, PA 16802
814 867-1373
cxk37@psu.edu

PERSONAL INFORMATION**Current rank**

Professor of Applied Linguistics and French, Penn State University (2011 – present).

Educational background

University of Illinois at Urbana-Champaign, Department of French,
Ph.D. Second Language Acquisition and Teacher Education. Spring 1990.

George Washington University, Washington, DC, M.A. French
Literature. Summer 1983.

Antioch College, Yellow Springs, Ohio, B.A. French. Spring 1980.

Employment background

Associate Professor of Applied Linguistics and French, Penn State University
(2002 – 2011)

Director, Penn State Summer Intensive Language Institute (2001 – 2004).

Assistant Professor of French, Penn State University (1999 – 2001).

Assistant Professor of French, Southwest Missouri State University,
Springfield, Missouri. (1996 – 1999).

Assistant Professor of French, University of Maryland, College Park,
Maryland. (1992 – 1996).

Acting Assistant Professor of French and Foreign Language Acquisition,
Stanford University, Stanford, California. (1990 – 1992).

Visiting Assistant Professor, Boston College, Department of Romance
Languages and Literatures, Chestnut Hill, Massachusetts. (1988 – 1990).

RESEARCH AND SCHOLARLY ACTIVITIES

Books

Kinginger, C. (2010). *Contemporary Study Abroad and Foreign Language Learning: An Activist's Guidebook*. University Park, PA: Center for Advanced Language Proficiency Education and Research (CALPER) Publications.

Kinginger, C. (2009). *Language Learning and Study Abroad: A Critical Reading of Research*. Houndsmills, Basingstoke, UK: Palgrave/ Macmillan.

Kinginger, C. (2008). *Language Learning in Study Abroad: Case Studies of Americans in France*. Modern Language Journal, 92, Monograph.

Articles published in refereed journals

Kinginger, C. (2011). Enhancing Language Learning in Study Abroad. *Annual Review of Applied Linguistics*, 31: 58 – 73.

Park, K. & Kinginger, C. (2010). Writing/ Thinking in Real Time: Digital Video and Corpus Query Analysis. *Language Learning and Technology*, 14 (3): 31 – 50.

Kinginger, C. (2010). American Students Abroad: Negotiation of Difference? *Language Teaching*, 43 (2): 216 - 227.

Kinginger, C. (2007). Technology, Telecommunication and Foreign Language Teaching in the Languages Review Consultation Report: A View from the United States. *The Language Learning Journal*, 35 (1): 113 – 115.

Kinginger, C. & Belz, J. (2005). Sociocultural Perspectives on Pragmatic Development in Foreign Language Learning: Case Studies from Telecollaboration and Study Abroad. *Intercultural Pragmatics*, 2 (4): 369 – 421.

Kinginger, C. & Farrell, K. (2004). Assessing Development of Metapragmatic Awareness in Study Abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10: 19 – 42.

Kinginger, C. (2004). Bilingualism and Emotion in the Autobiographical Works of Nancy Huston. *Journal of Multilingual and Multicultural Development*, 25 (2&3): 159 – 178.

Belz, J. & Kinginger, C. (2003). Discourse Options and the Development of Pragmatic Competence by Classroom Learners of German: The Case of Address Forms. *Language Learning*, 53 (4): 591- 647.

Belz, J. & Kinginger, C. (2002). The Cross-Linguistic Development of Address Form Use in Telecollaborative Language Learning: Two Case Studies. *Canadian Modern Language Review*, 59 (2): 189-214.

Kinginger, C. (2002). Defining the Zone of Proximal Development in U.S. Foreign Language Education. *Applied Linguistics*, 23 (2): 240–261.

Kinginger, C. (2001). $i + 1 \neq$ ZPD. *Foreign Language Annals*, 34 (5): 417 – 425.

Kinginger, C. (2001). Sociocultural Approaches to Teaching and Teachers' Research. In Lavine, R. (Ed.), *Beyond the Boundaries: Changing Contexts in Language Learning*. Northeast Conference Reports, pp. 201–226.

Kinginger, C. (2000). Classroom Talk: Form, Meaning, and Activity Theory. In Lee, J. F., & Valdman, A. (Eds.), *Meaning and Form: Multiple Perspectives*. Annual Volume of the American Association of University Supervisors and Coordinators. Boston: Heinle & Heinle, pp. 99–123.

Kinginger, C., Gourves-Hayward, A. & Simpson, V. (1999). A Tele-Collaborative Course on French / American Intercultural Communication. *French Review*, 72 (5): 853–866.

Kinginger, C. (1998). Videoconferencing as Access to Spoken French. *Modern Language Journal* 82 (4): 502–513.

Reprinted as: Kinginger, C. (1999). Videoconferencing as Access to Spoken French. *Canadian Modern Language Review*, 55 (4): 468–489.

Kinginger, C. (1998). Language Program Direction and the Modernist Agenda. In Heilenman, L. K. (Ed.), *Research Issues in Language Program Direction*. Annual Volume of the American Association of University Supervisors and Coordinators. Boston: Heinle & Heinle, 1998, pp. 19–38.

Kinginger, C. (1997). A Discourse Approach to the Study of Language Educators' Coherence Systems. *Modern Language Journal* 81 (1): 6–14.

Kinginger, C. (1996). Toward a Reflective Practice of TA Education. In Kramsch, C. (Ed.), *Redrawing the Boundaries of Language Study*. Annual Volume of the American Association of University Supervisors and Coordinators. Boston: Heinle & Heinle, pp. 123–142.

Kinginger, C. (1994). Learner Initiative in Conversation Management. *Modern Language Journal* 78 (1): 29–40.

Articles published in refereed conference proceedings

Gourves-Hayward, A., Kinginger, C., & Simpson, V. (2000). Tele-Collaborative Teaching Across the Atlantic. In Häkkinen, K. (Ed.), *Innovative Approaches to Intercultural Education*. Proceedings of the 1999 International Congress on Intercultural Education, University of Jyväskylä, Finland, 2000, pp. 144–151.

Gourves-Hayward, A., Kinginger, C., & Simpson, V. (1999). Vers une compétence interculturelle en langue étrangère. *Actes du Colloque "Journées du Groupe de Linguistique Appliquée,"* pp. 3–19.

Kinginger, C. & Gourves-Hayward, A. (1997). Cultural Awareness: A Pilot Exchange Program of the Ecole Nationale Supérieure de Télécommunications de Bretagne and the University of Maryland School of Business. In Howley, A. (Ed.), *Developing Cultural Competence for Tomorrow's Global Leaders*. Huntington, WV: Marshall University, pp. 88–98.

Kinginger, C. & Coski, C. (1996). Computer-Mediated Communication in Foreign Language Education: An Annotated Bibliography (Net Work #3). [HTML Document]. Honolulu: University of Hawaii Second Language Teaching and Curriculum Center.
<http://www.lll.hawaii.edu/nflrc/NetWorks/NW3>

Kinginger, C. (1994). Locating Contingency in E-mail. In Alatis, J. (Ed.) *Educational Linguistics, Cross-Cultural Communication and Global Interdependence*. Proceedings of the Georgetown Roundtable on Language and Linguistics. Washington, DC: Georgetown University Press, pp. 210–218.

Parts of books

Kinginger, C. (2011). National Identity and Language Learning Abroad: American Students in the Post-9/11 Era. In Higgins, C. (Ed.) *Identity*

Formation in Globalizing Contexts: Language Learning in the New Millenium. Berlin: Mouton de Gruyter, pp. 147 – 166.

Kinginger, C. (2010). Foreign Language Learning. In McGaw, B., Baker, E. & Peterson, P. (Eds.), *International Encyclopedia of Education*. Oxford: Elsevier, pp. 382 – 386.

Kinginger, C., Blattner, G. & Roulon, S. (2009). Tu ou vous: Choix facilité lors de séjours linguistiques. In Peeters, B. (Ed.), *Tu ou vous: L'embarras du choix*. Limoges: Editions Lambert-Lucas, pp. 199 - 222.

Kinginger, C. (2008). Répertoires: Décentration et expression identitaire. In Kramsch, C., Lévy, D., & Zarate, G. (Eds.), *Précis du plurilinguisme et du pluriculturalisme*. Paris: Editions du Sceren. Ministère de l'éducation nationale. Available from: <http://precis.berkeley.edu>, Translated as Repertoires: Decentering and the expression of identity. In Kramsch, C., Lévy, D., & Zarate, G. (Eds.) (2011), *Handbook of Multilingualism and Multiculturalism*. Paris: Editions des Archives Contemporaines, pp. 37 – 40.

Kinginger, C. & Blattner, G. (2008). Histories of Engagement and Sociolinguistic Awareness in Study Abroad: Colloquial French. In Ortega, L. & Byrnes, H. (Eds.), *The Longitudinal Study of Advanced L2 Capacities*. Mahwah, NJ: Lawrence Erlbaum, pp. 223 – 246.

Brantmeier, C., Schueller, J., Wilde, J. & Kinginger, C. (2007). Gender Equity in Foreign Language and English as a Second Language. In Klein S. (Ed.), *Handbook for Achieving Gender Equity Through Education*. American Educational Research Association, pp. 305 – 333.

Kinginger, C. (2005). Learners and Learning: Socialization. In Brown, K. (Ed.), *Encyclopedia of Language and Linguistics*, 2nd Edition. Oxford: Elsevier, pp. 466 – 472.

Kinginger, C. (2004). Communicative Foreign Language Teaching Through Telecollaboration. In St. John, O., van Esch, K., & Schalkwijk, E. (Eds.), *New Insights into Foreign Language Learning and Teaching*. Frankfurt: Peter Lang, pp. 101 –113.

Kinginger, C. (2004). Alice Doesn't Live Here Anymore: Foreign Language Learning and Identity Reconstruction. In Pavlenko, A. & Blackledge, A. (Eds.), *Negotiation of Identities in Multilingual Contexts*. Clevedon, UK: Multilingual Matters, pp. 219 – 242.

Kinginger, C. (2002). Genres of Power in Teacher Education: Interpreting the 'Experts'. In Savignon, S. (Ed.), *Communicative Language Teaching In*

Translation: Contexts And Concerns In Teacher Education. New Haven, CT: Yale University Press, pp. 193–207.

Kinginger, C. (2000). Learning the Pragmatics of Solidarity in the Networked Classroom. In Hall, J. K. & Verplaestse, L. S. (Eds.), *The Development of Second and Foreign Language Learning Through Classroom Interaction*. Mahwah, NJ: Lawrence Erlbaum, pp. 23–46

Kinginger, C. (1998). Beyond TA Training: Developing a Reflective Approach to a Career in Language Education. In Burkart, G. (Ed.), *Modules for The Professional Preparation of Teaching Assistants in Foreign Languages*. Washington, DC: Center for Applied Linguistics, 19 pgs. Prepared by the Center for Applied Linguistics under the provisions of a grant from the United States Department of Education.

Kinginger, C. (1994). Task Variation and Repair in the Foreign Language Classroom. In Haggstrom, M., Wiezcorek, J. & Morgan, L. (Eds.), *The Foreign Language Classroom: Bridging Theory and Practice*. London: Garland Press, pp. 55–70.

Kinginger, C. & Savignon, S. (1991). Four Conversations: Task Variation and Classroom Learner Discourse. In Faltis, C. & McGroarty, M. (Eds.), *Languages in School and Society: Policy and Pedagogy*. Berlin: Mouton de Gruyter, pp. 85–106.

Manuscripts accepted for publication

Kinginger, C. (In press). Study Abroad and Second Language Acquisition. In Chapelle, C. (Ed.), *Encyclopedia of Applied Linguistics*. Oxford: Wiley-Blackwell.

Kinginger, C. (In press). Language Socialization in Study Abroad. In Chapelle, C. (Ed.), *Encyclopedia of Applied Linguistics*. Oxford: Wiley-Blackwell.

Kinginger, C. (Ed.) (Book under contract). *Social and Cultural Dimensions of Cross-Border Language Learning*. Amsterdam: John Benjamins.

Manuscripts in progress

Kinginger, C. (In preparation). State-of-the-Art: Language Learning in Study Abroad. *Language Teaching*.

Van Compernelle, R. & Kinginger, C. (In preparation). Promoting Metapragmatic Development through Assessment in the Zone of Proximal Development. To be submitted to *Language Teaching Research*.

Working papers

Alegre, C., Ning, Z., Bielagk, P., Lucas, J., Rai, G., Fourneyron, J., Kinginger, C., Baghdadi, M., Flores, C., Resti, R., & Wiseman, A. (2011). *IES Abroad: Map for Language and Intercultural Competence*. Chicago, IL: IES Abroad.

Kinginger, C. (2007). *Advanced Language Development and Study Abroad*. Advanced Language Proficiency Position Paper, University Park, PA: The Pennsylvania State University, Center for Advanced Proficiency Research and Education.

Kinginger, C. (2007). *Language learning in study abroad: Case histories of Americans in France: Précis*. University Park, PA: The Pennsylvania State University, Center for Advanced Proficiency Research and Education.

Kinginger, C. & Whitworth, K. (2005). *Gender and emotional investment in language learning during study abroad. CALPER Working Paper Series 2*. University Park, PA: The Pennsylvania State University, Center for Advanced Proficiency Research and Education. (principal author)
<http://calper.la.psu.edu/publications.php>

Invited book reviews

Schauer, G. A. (2009). *Interlanguage Pragmatic Development: The Study Abroad Context*. London: Continuum. *Applied Linguistics*, forthcoming.

Jackson, J. (2008). *Language, Identity and Study Abroad*. London: Equinox. *International Journal of Bilingual Education and Bilingualism*, 14 (5): 625 – 627, 2011.

Patron, M.-C. (2007). *Culture and Identity in Study Abroad Contexts*. Berlin: Peter Lang. *International Journal of Bilingualism and Bilingual Education*, 12 (5): 597 – 599, 2009.

Wolf, J.E.. (2006). *Subjectivity in a Second Language*. Berlin: Peter Lang. *Modern Language Review*, 92 (2): 339 – 340, 2008.

Koven, M. (2007). *Selves in Two Languages*. Philadelphia: John Benjamins. *Sociolinguistic Studies*, 2 (2): 271 – 274, 2008.

Lesser, W. (Ed.) (2005). *The Genius of Language: Fifteen Writers reflect on their Mother Tongues*. New York: Anchor Books. *Heritage Language Journal*, 7 (1): 148 – 150, 2010.

State of the Art: Research on Language Development through Programmes of Study Abroad: Recent Publications. *International Journal of Bilingualism and Bilingual Education* 10 (1): 104 – 113, 2007.

Phipps, A. & Gonzalez, M. (2004). *Modern Languages: Learning and Teaching in an Intercultural Field*. London: Sage. *Modern Language Journal* 90 (2): 281 – 282, 2006.

Furry, N. & Jarausch, H. (2001). *Bonne continuation: Approfondissement à l'écrit et à l'oral*. Upper Saddle River, NJ: Prentice Hall. *Modern Language Journal*, 87 (3): 479 – 480, 2003.

Scollon, R. (2001). *Mediated Discourse: The Nexus of Practice*. London: Routledge. *Modern Language Journal*, 87 (3): 471 – 472, 2003.

Collès, L. et.al. (2001). *Didactique des langues romanes: Le développement des compétences chez l'apprenant*. Brussels: Editions DeBoeck Duculot. *French Review*, 76 (1): 164 – 165, 2002.

Swierzbina, B. et.al. (2000). *Social and Cognitive Factors in Second Language Acquisition: Selected Proceedings of the 1999 Second Language Research Forum*. Somerville, MA: Casacadilla Press. *Modern Language Journal*, 85 (4): 621 – 622, 2001.

Silverman, D. (1998). *Harvey Sacks: Social Science and Conversation Analysis*. New York: Oxford University Press. *Modern Language Journal* 84 (4): 601-602, 2000.

Sarfati, G.-E. (1997). *Eléments d'analyse du discours*. Paris: Editions Nathan. *French Review*, 74 (1): 190–191, 2000.

Egan-Robertson, A. & Bloome, D. (1998). *Students as Researchers of Language and Culture in Their Own Communities*. Cresskill, NY: Hampton Press, 1998. *Modern Language Journal*, 84 (2): 280–281, 2000.

Schofer, P. & Rice, D. (1999). *Autour de la littérature*. Boston, Heinle & Heinle. *Modern Language Journal*, 83 (4): 607–608, 1999.

Cicurel, F. & Blondel, E. (1996). *La Construction interactive des discours de la classe de langue*. Paris: Presses de la Sorbonne Nouvelle. *French Review*, 71 (4): 687–688, 1998.

Baron, N. (1990). *Pigeon Birds and Rhyming Words*. Englewood Cliffs, NJ: Center for Applied Linguistics and Prentice Hall. *Modern Language Journal*, 75 (4): 516–517, 1991.

Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press. *Studies in Second Language Acquisition*, 16 (4): 498–499, 1994.

Colloquium report

Kinginger, C. (2011). American Association for Applied Linguistics Colloquia, 2010: The Social Turn in Study Abroad Research. *Language Teaching*, 44 (2): 262 – 263.

Papers presented at professional meetings

Lucas, J. & Kinginger, C. (2011). The IES Map for Language Learning: An Update. IES Annual Conference, Chicago, IL, October.

Malone, M.K. & Kinginger, C. (2011). Exploring Identity Development in Advanced Second Language Learners through Contextualized Repertoire and Discursive Stance. In 'Researching Identity: What Methodological Options are Available for Applied Linguistics?,' Colloquium organized by Fred Dervin and Claire Kramsch. American Association for Applied Linguistics, Chicago, IL, March.

Kinginger, C. (2010). 'The Social Turn in Study Abroad Research.' Invited Colloquium, American Association for Applied Linguistics, Atlanta, GA, March (organizer).

Kinginger, C. (2009). Discussant for 'Teacher Cognition and the Professional Development of Graduate Students in Foreign Language Departments,' Colloquium organized by Eduardo Negueruela and Heather Allen. American Association for Applied Linguistics, Denver, CO, March.

Kinginger, C. & Appel, G. (2008) Advanced Language Proficiency Education and Research. Pennsylvania Council for International Education, University Park, PA, October.

Kinginger, C. & Malone, M. K. (2008). Narratives and the Development of Speaking Ability in Study Abroad. EUOSLA, Aix-en-Provence, France, September.

Kinginger, C. (2008). Collective Remembering and Intercultural Conflict in Narratives of Study Abroad. Georgetown Roundtable on Language and Linguistics, Washington, DC, March.

Kinginger, C. (2008). National Identity and the Interpretation of Culture in Study Abroad: A Case Study of Americans in France. In 'New Directions for Culture Pedagogy in Foreign Language Education,' Colloquium organized by Erin Kearney, American Association for Applied Linguistics, Washington, DC. March.

Kinginger, C. (2007). National Identity and Language Learning Abroad: American Students in the Post 9/11 Era. International Pragmatics and Language Learning Conference. Honolulu, HI, March. (invited paper)

Kinginger, C. (2006). The Sabrina Syndrome: Intertextuality and Performance of Gendered Identities in American Women's Narratives of Learning French. In 'Second Language Learning and Gender: Gender Differences or the Difference Gender Makes,' Colloquium organized by Juliet Langman, American Association for Applied Linguistics, Montreal, June.

Kinginger, C. (2005). Language Development and Negotiation of Gendered Identities in Study Abroad. In 'Negotiation of Identity in Study Abroad,' Colloquium organized by Sally Magnan and Celeste Kinginger, AILA: Association Internationale de Linguistique Appliquée, Madison, WI. July.

Kinginger, C. & Blattner, G. (2005). Assessing the Development of Sociolinguistic Awareness in Study Abroad. Georgetown University Roundtable on Language and Linguistics, Washington, DC, March.

Kinginger, C. (2004). Studying Language Development Abroad in Light of Learners' Stories. American Council on the Teaching of Foreign Languages, Chicago, IL, November.

Kinginger, C. (2004). The Development of Sociopragmatic Awareness in Study Abroad. In 'Discourse Approaches to Foreign Language Learning and Teaching,' Invited Colloquium, organized by Carl Blyth. American Association for Applied Linguistics, Portland, OR, May.

Kinginger, C. (2004). Bilingualism and Emotion in the Works of Nancy Huston. International Pragmatics Association, Toronto, Canada, April.

Kinginger, C. (2002). 'Approaches to Research on Telecollaborative Language Learning.' Invited Colloquium, American Association for Applied Linguistics, Salt Lake City, March. (organizer)

Kinginger, C. (2001). 'The Penn State Telecollaboration Project.' American Council on the Teaching of Foreign Languages, Washington DC, November. (organizer)

Kinginger, C. (2001). The Co-Construction of Intercultural Awareness in Networked Foreign Language Classrooms. In 'Theory of Practice in Practice,' colloquium organized by Howard Grabois. American Association for Applied Linguistics, St. Louis, March.

Kinginger, C. (2000). The Discursive Construction of Motivation: A Case Study. Seventh Annual Meeting on Socio-Cultural Theory and Second Language Acquisition. Pennsylvania State University, October.

Kinginger, C. (2000). Romancing the Zone: Interpretations of Vygotsky's Concept for American Foreign Language Education. In 'The Zone of Proximal Development,' Colloquium organized by Dorothy Robbins. American Association for Applied Linguistics. Vancouver, March.

Kinginger, C., Gourves-Hayward, A. & Simpson, V. (1999). Telecollaborative Teaching Across the Atlantic. International Association for Language Learning Technology. College Park, MD, June.

Kinginger, C. (1999). Teacher Education as Access to Discourses. American Association for Applied Linguistics. Stamford, CT, March.

Kinginger, C. (1998). Meaning and Form in the Classroom: An Activity-Theoretical Perspective. American Council on the Teaching of Foreign Languages. Chicago, IL, November.

Gourves-Hayward, A., Kinginger, C., & Simpson, V. (1998). Interculturalité et pédagogie. Journées du Groupe de Linguistique Appliquée, Université Victor Ségalen / Ecole Nationale Supérieure de Télécommunications de Bretagne, Brest, France, June.

Kinginger, C. (1997). Access to Discourses and the Construction of Language Learning Motivation. Fourth Annual Meeting on Socio-Cultural Theory and Second Language Acquisition, Las Vegas, NV, November.

Kinginger, C., Gourves-Hayward, A., & Simpson, V. (1997). Mirror Images Across the Atlantic. American Association of Teachers of French, Nashville, TN, November.

Kinginger, C. (1997). Videoconferencing in the Foreign Language Classroom. Foreign Language Association of Missouri, Lake of the Ozarks, MO, October.

Kinginger, C. (1997). A Discourse Approach to the Study of Language Educators' Coherence Systems. American Association for Applied Linguistics, Orlando, FL, March.

Kinginger, C. & Gourves-Hayward, A. (1996). Cultural Awareness: A Pilot Project Between the ENST de Bretagne and the University of Maryland IBM TQ Project. Marshall University Multicultural and International Conference, Huntington, WV, November.

Kinginger, C. (1995). The Construction of Work by Language Educators. Second Annual Meeting on Socio-Cultural Theory and Second Language Acquisition. Athens, GA, November.

Kinginger, C. (1995). Reflective Practice in the Education of Teaching Assistants. Georgetown University Roundtable Pre-Session on Issues in Language Program Direction, Washington, DC, March.

Kinginger, C. (1995). The Electronic Mail Exchange as a Communicative Event in the Language Classroom. American Association for Applied Linguistics, Long Beach, CA, March.

Kinginger, C. (1994). Innovation in Practice: A Portrait. Irish Association for Applied Linguistics: International Conference on Language, Education and Society in a Changing World, Dublin, Ireland, June.

Kinginger, C. (1994). Locating Contingency in e-mail. Georgetown Roundtable on Languages and Linguistics, Washington, DC, March.

Kinginger, C. (1993). A Collaborative Model for the Professional Development of Teaching Assistants. American Council on the Teaching of Foreign Languages, San Antonio, TX, November.

Kinginger, C. (1993). Some Roles of Literary Texts in Communicative Language Teaching. George Washington University Conference on Literature and Language Teaching, Washington, DC, April.

Kinginger, C. & Barson, J. (1992). Conversational Narrative in the Electronic Classroom. American Association for Applied Linguistics, Seattle, WA, February.

Kinginger, C. (1991). Social and Pedagogical Aspects of Classroom Discourse: The Myth of the Conversation Course. Modern Language Association, San Francisco, CA, December.

Kinginger, C. (1991). The Teacher's Paradox and the Discourse of Classroom Interaction. American Association of Teachers of French, Minneapolis, MN, July.

Kinginger, C. (1991). Task Variation and Classroom Learner Discourse. American Association for Applied Linguistics, New York, NY, March.

Kinginger, C. (1990). Politeness among Learners in the Foreign Language Classroom. Conference on Second Language Acquisition and Foreign Language Learning. University of Illinois at Urbana-Champaign, April.

Kinginger, C. & Savignon, S. (1989). Pair Work Tasks and the Language they Generate. Conference on Pragmatics and Language Learning, University of Illinois at Urbana-Champaign, April.

Kinginger, C. (1989). Pair Work Tasks and Language Learners' Conversations. Northeast Conference on the Teaching of Foreign Languages, New York, NY, April.

Kinginger, C. (1988). Four Conversations: An Investigation of Classroom Task Types and Interlanguage Talk. Conference on Pragmatics and Language Learning, University of Illinois at Urbana-Champaign, April.

Speaking engagements

External

Kinginger, C. *Language Learning in Study Abroad: Recent Findings, New Implications for Best Practices*. Forum on Education Abroad, Standards of Good Practice Institute on Outcomes Assessment in Education Abroad. Denver, CO, March, 2012.

Exploring the Intercultural Dimensions of Cross-Border Language Learning, Third International Conference on the Development and Assessment of Intercultural Competence, University of Arizona Center for Educational Resources in Culture, Language, and Literacy (CERCLL), January, 2012. (plenary talk)

Language Socialization in Study Abroad. Center for Language Teaching Advancement, Michigan State University, October, 2011.

Globalization, Language Learning, and the Contemporary Study Abroad Experience, Department of Foreign Languages and Literatures, University of North Texas, April, 2011.

Promoting Language Learning in Study Abroad. Cornell University Language Resource Center, November, 2010.

When the 'Multilingual Subject' Goes Abroad. Immersion and Language Learning Lecture Series, Language Institute, University of Wisconsin-Madison, September, 2010.

Language Socialization in Study Abroad. East Asian Language and Pedagogy Research Group, Duke University, Durham, NC, February 2010.

Language Learning in Contemporary Study Abroad, Language Learning Lecture Series, Washington University, St. Louis, MO, November 2009.

American Students Abroad: Negotiation of Difference? Berkeley Language Center, University of California, Berkeley, October 2008.

Study Abroad, Language Learning, and Globalization. American Council on the Teaching of Foreign Languages Teacher Development and Research Special Interest Groups, Orlando, FL, November 2008.

Study Abroad: Measuring Learning Outcomes, International Education Forum: Fostering Connection, Collaboration, and Creative Ideas. The International Education Programs Service (IEPS), United States Department of Education, Washington, DC, February, 2008. (Panel participant).

Language Learning in Study Abroad: Case Studies of Americans in France, Distinguished Guest Lecture Series, Temple University CIBER Language and Linguistic Center, Philadelphia, PA, November, 2007.

Narrative Study and Second Language Research, Northeastern University Department of Modern Languages Lecture Series, Boston, MA, April 2003.

Discourse and Grammar Instruction in Foreign Languages, Northeastern University College of Education, Boston, MA, April 2003.

Pragmatics in Cyber-Space: Sociocultural Perspectives, and *The Penn State Foreign Language Telecollaboration Project,* Quentin Johnson Memorial Linguistics Lecture Series, Iowa State University, Ames, IA, February 2003.

Language Awareness and Telecommunications Technology. Lecture Series in Second Language Acquisition and Teacher Education, University of Illinois at Urbana-Champaign, April 1998.

Why Methods Don't Work. Bay Area Chinese Teachers' Association Annual Meeting, San Francisco, CA, June 1992.

In-house

Telecollaborative Language Learning. Panel on Second and Foreign Language Learning Beyond the Classroom, Penn State University, November 1999.

Conceptual and Technical Tools of Contemporary Language Teaching. Inauguration of the Anna Lou Blair Language Media Center, Southwest Missouri State University, November 1997. (keynote speaker)

Using the Video-Conference for Cross-Cultural Exchange. College of Arts and Letters Technology Colloquium, Southwest Missouri State University, November 1997.

The Discourses of Language Education. Department of French and Italian Research Colloquium, University of Maryland at College Park, April 1993.

Interdepartmental Collaboration in Teaching Assistant Education. Center for Teaching Excellence, University of Maryland at College Park, March 1992. (co-presenter with Roberta Lavine and Gabriela Strauch)

Language Teaching Then and Now. Stanford Centennial Weekend, Stanford University, September 1991. (co-presenter with John Barson)

A Brief History of Language Teaching in the United States. Department of Asian Languages, Stanford University, Stanford, CA, April 1992.

Workshops

External

IES Language Project, Rabat, Morocco, April 2010.

An Activist's Approach to Language Learning in Study Abroad, Washington University, St. Louis, MO, November 2009.

Seminar in Communicative Language Teaching, Albright College, Reading, PA. April 2004.

Employer les ressources pédagogiques de l'Internet. Montgomery County Public Schools French Immersion Teachers' Workshop, August 1996.

Computer-Mediated Communication for Language Instruction. Georgetown Day School, Washington, DC, February 1995.

Talking to Learn: Small Group and Pair Work in the Foreign Language Classroom. Foreign Language Educators of New Jersey, October 1990.

In-house

Investigating Language Use in Study Abroad. Center for Advanced Language Proficiency Education and Research, Penn State University, June 2008.

Raising Language Awareness in Study Abroad. Center for Advanced Language Proficiency Education and Research, Penn State University, June 2007.

Recent Research on Language Learning in Study Abroad. Center for Advanced Language Proficiency Education and Research, Penn State University, June 2006.

Writing Conference Abstracts. Language Acquisition Graduate Association, Penn State University September, 2003. (co-presenter with Karen Johnson),

Preparing Conference Presentations. Language Acquisition Graduate Association, Penn State University, March 2004.

Gender and Power in the Foreign Language Classroom. University of Maryland, January 1995. (co-presenter with Roberta Lavine and Gabriela Strauch)

The Teaching Portfolio. University of Maryland, November 1994. (co-presenter with Roberta Lavine, Cindy Martin, Scott McGuinness and Gabriela Strauch)

The Academic Job Search. University of Maryland, March 1994. (co-presenter with Roberta Lavine and Gabriela Strauch)

Grants for research

Completed

Penn State Center for Advanced Language Proficiency Education and Research (CALPER), United States Department of Education, project director for 'Making Language Visible: A Project-Based Resource for Language Learners Abroad,' 2007-2010, \$1,400.000 for all projects.

Penn State Center for Advanced Language Proficiency Education and Research (CALPER), United States Department of Education, Project director

for 'The Social Context of Language Learning during Study Abroad,' 2002-2006, \$1,437,472 for all projects

Co-Principal Investigator, Penn State Foreign Language Tele-Collaborative Project proposed to the United States Department of Education. Fall 1999, \$434,000.00.

Summer Faculty Fellowship. Southwest Missouri State University. Summer 1997, \$5000.

IBM Project grant: 'Culture in the Virtual Classroom.' University of Maryland, Summer and Fall 1996, \$13,000.

University of Maryland General Research Board Summer Grant: 'The Acquisition of Discourse Competence by Second and Foreign Language Learners.' Summer 1993, \$3500.

'Language Acquisition in a Computer-Enhanced Classroom,' funded by the Consortium for Language Teaching and Learning. Fall 1991, \$2000.

In progress

Penn State Center for Advanced Language Proficiency Education and Research (CALPER), United States Department of Education, project director for 'Intercultural Dialogue and Language Learning in the Homestay: High School Students in China,' 2010 – 2014, \$1,285,908.00 for all projects.

Submitted

Center for Language Acquisition proposal to the U.S Department of Education International Research and Study program: *Enriching and Integrating Language & Culture Learning in Study Abroad*, Co-PI with James Lantolf.

Editorial work

Editorial board

The Language Learning Journal (United Kingdom Association for Language Learning). 2007 – present.

AAUSC Annual Volume (American Association of University Supervisors and Coordinators) (reviewer). 1999 – 2007.

NECTFL Review (Northeast Conference on the Teaching of Foreign Languages) (reviewer). 1999 – 2007.

Reader/ Referee

International Review of Applied Linguistics 2010 – present.

Language Learning 2009 – present

Essays in French Literature and Culture 2008 – present

Critical Inquiry in Language Study 2008 - present

TESOL Quarterly 2007 – present

Language Awareness 2005 – present

Intercultural Pragmatics 2005 - present

Journal of Multilingual and Multicultural Development 2003 - present

Canadian Modern Language Review 2002 - present

Language Learning and Technology 2001 – present.

Applied Linguistics 2000–present

Foreign Language Annals 2000–present.

Modern Language Journal 1997–present.

Review work

Proposal reviewer for the Linguistics Program, Behavioral and Cognitive Sciences, National Science Foundation, 2011.

Proposal reviewer for the Economic and Social Research Council, United Kingdom, 2010.

Member of the Advisory Committee, IES Language Project, 2009-11.

Outside evaluator, FIELDS program, Yale University Language Center, 2009-11

Member of the Scientific Committee, EUROSLA 19, Ireland, 2009.

Abstract reviewer for the Second Language Research Forum, University of Hawaii, Manoa, Spring 2008.

Proposal Reviewer, Standard Research Grants Program of the Social Sciences and Humanities Research Council of Canada, Spring 2003, Spring 2011.

Abstract reviewer for the Annual Meeting of the American Association for Applied Linguistics, 1995, 1996, 1998, 2011.

Review for academic presses: John Benjamins, Fall 1994 & Fall 2006; Lawrence Erlbaum, Fall 2007, Routledge/ Taylor & Francis, Spring 2008.

Reviewer for trade presses: Wiley, Harper Collins, McGraw-Hill, and Prentice Hall. 1991–present.

TEACHING

Courses taught

Undergraduate

French language at all levels
Composition and Style
Applied Linguistics
Advanced Grammar
French Phonetics
French Language Awareness (Introduction to Sociolinguistics)
Contemporary French Culture
Cross-Cultural Perspectives on Design and Marketing
Introduction to French Linguistics

Graduate

Introduction to Applied Linguistics
Second Language Acquisition
Critical Discourse Analysis in Language Education
Principles and Practice of Foreign Language Teaching
Methods of Teaching English as a Second Language
Environments for Language Learning
Qualitative Research in Applied Linguistics
Autobiographies of Language Learners
Narrative Study in Second Language Research
Pragmatics in Language Learning and Teaching
Language Program Design and Direction

Seminar in Approaches to Language in Use

Test development

French Language Placement Test, Stanford University (Fall 1990–Spring 1992). Development of a placement test emphasizing communicative competence in listening and writing.

Honors and awards

Distinguished Alumni Award, National Honor Society, Wilson High School, West Lawn, PA, Spring 2004.

Global Fund Travel Award, Office of International Programs, The Pennsylvania State University, 2008.

Nominated (with C. Groff-Aldridge, R. Lavine and G. Strauch) for the "Outstanding Educator of the Year" award from the Maryland Association for Higher Education, Spring 1995.

Center for Teaching Excellence Award, University of Maryland, Spring 1994.

University of Maryland Arts and Humanities Teaching Fellow, 1993–94.

French Embassy Cultural Services Scholarship for summer study in France, Summer 1990.

Incomplete List of Teachers Rated Excellent By Their Students, University of Illinois, 1987.

Dissertations directed

Rémi A. Van Compernelle, Developing sociopragmatic capacity in a second language through concept-based instruction: Case studies of university learners of French, 2012.

Rumia Ableeva, Dynamic assessment of listening comprehension among intermediate university French L2 students, 2010 (co-directed with James Lantolf).

Kwanghyun Park, Enhancing learners' performance through corpus-informed mediation in genre-based L2 writing instruction, 2010.

Kathleen Farrell, Access to language learning during study abroad: The roles of identity and subject positioning, 2006.

Kate Douglass, Climbing the Eiffel Tower: An activity theoretic analysis of motives in an individual learner of French, 2005.

Matthew Poehner, Dynamic assessment of oral proficiency among advanced learners of French, 2005 (co-directed with James Lantolf).

Hélène Andrawiss, Cultural dimensions of foreign language learning: A sociocultural perspective, 2004.

Janel Pettes Guikema, Learners as agents of development: An activity theory and folk linguistic analysis of foreign language literacy, 2004.

Lawrence Williams, The nature and complexities of chat discourse: A qualitative case study of multi-level learners of French, 2003.

Certificate

Certified to administer the ACTFL Oral Proficiency Interview in French, October 1985.

Grants for improvement of instruction

Interactive, On-Line Syllabus for French 3, Fund for Excellence in Learning and Teaching, Penn State University, (with Lawrence Williams). Summer 2001, \$2000.

Founder of the *Virtual Language Center*, Department of Modern and Classical Languages, Southwest Missouri State University, Fall 1998, Approximately \$30,000. (Ongoing funding provided by the Office of Academic Affairs.)

Telecollaborative Partnership with the Ecole Nationale Supérieure de Télécommunications de Bretagne, State of Missouri "Funding For Results" Grant. Fall 1996, \$1600.

Gender and Power in the Foreign Language Classroom, University of Maryland Center for Teaching Excellence Grant (with Roberta Lavine and Gabriela Strauch). Summer 1995, \$11,020.

A Model Teaching Assistant Training Program, University of Maryland Center for Teaching Excellence Grant (with Roberta Lavine and Gabriela Strauch). Summer 1993. \$4500.

The AT+T Electronic Language Classroom, Co-author (with James Unger) of a successful proposal to AT+T for a 20 station, networked computer installation for language research and instruction. University of Maryland, Summer 1993, \$250,000

French Video Workshop, Course development grant from the French Embassy Cultural Services. Stanford University, Spring 1992. \$500

Teacher Training Video Project, Grant to provide equipment for video-based peer observation by Teaching Assistants in French and Spanish. Stanford University, Spring 1991. \$800.

French Embassy Cultural Services grant to participate in a pedagogical workshop on teaching French culture in Paris, Summer 1990. Room, board, and travel expenses in France were provided.

SERVICE TO THE PROFESSION

Member of the Nominating Committee, American Association for Applied Linguistics, 2012 – present.

Referee for the Christopher Brumfit Award, Cambridge University Press, 2009.

Member of the Resolutions Committee of the American Association for Applied Linguistics, 2004 – 2006.

Co-Chair, Annual Meeting of the American Association for Applied Linguistics, Spring 2004.

Member of the *New Visions in Action Task Force on Research* sponsored by the Language Resource Center of the University of Iowa, 2001- 2003.

Program committee coordinator for the conference strand, 'Language and Research Methodology.' American Association for Applied Linguistics, 2001-2002.

Moderator, Session on Teachers' Action Research, Northeast Conference on the Teaching of Foreign Languages, New York, NY, March 2001.

Discussion Leader, 'The Uses of Computer Mediated Communication in Language Instruction,' Annual TESOL Convention (Teachers of English to Speakers of Other Languages), March 2000 (with S. Fotos).

Foreign Languages Curriculum Development Committee, Springfield Public Schools, Springfield, MO. September 1997–June 1998.

Member of the Long-Range Planning Committee of the American Association for Applied Linguistics, October 1995–June 1997.

Section head on Second Language Acquisition, American Association of Teachers of French, September 1996–September 1997.

Organizer of the Junior Faculty Special Interest Group of the American Association for Applied Linguistics, 1994–1997.

Faculty mentor for the University of Maryland McNair Minority Academic Achievement Program, Summer 1995.

Program Committee Member for the 1995 annual meeting of the American Association for Applied Linguistics.

Local Chair for the 1994 annual meeting of the American Association for Applied Linguistics.

RESEARCH INTERESTS

Sociocultural and usage-based approaches to second language learning
 Study abroad
 Second language pragmatics
 Narrative and case study in applied linguistics

PROFESSIONAL AFFILIATIONS

American Association of Teachers of French
 American Association for Applied Linguistics/ Association Internationale de Linguistique Appliquée
 American Council on the Teaching of Foreign Languages
 International Pragmatics Association

Sharon Ahern Fechter, Ph.D.

10217 Nolan Drive
Rockville, MD 20850

Curriculum vitae

EDUCATION

New York University
Doctor of Philosophy, Spanish

Madrid; New York

The Catholic University of America
Master of Arts, Spanish Linguistics and Literature
Bachelor of Arts, Spanish; Speech and Drama
Summa Cum Laude, Phi Beta Kappa

Washington D.C.

PROFESSIONAL EXPERIENCE

Montgomery College
Chair, Department of World Languages and Philosophy, 2009-present
Professor of Spanish, Collegewide Coordinator of World Languages
National Institute for Staff and Organizational Development Excellence Award Recipient, 2007
Outstanding Faculty Award Recipient, 2006
Co-Chair, Middle States Periodic Review Report, 2011-present
Co-Chair, Middle States Self-Study, 2006 – 2008

Rockville, MD

1999 – present

Maryland Association of Community Colleges/Morgan State University Community College
Leadership Fellow

2003-2004

Middlebury College, Center for Educational Technology
Director of Inter-Institutional Collaboration, Project
Instructional Technology

1997 - 2001

2001 – Foreign Language

The Catholic University of America
Graduate methodology instructor and supervisor of teaching assistants in the Department of Modern Languages

Washington D.C.

Fall 1999; Fall 2000

Mount Vernon College
Professor of Spanish and English as a Second Language; Associate Dean of Liberal Studies, Continuing Studies, and Performing Arts
(1995 - 1996) Director, Center for English Language Studies
Student Advisor (1985 -1995)

Washington D.C.

1985 - 1999

George Washington University
Adjunct Professor, Graduate School of Education and Human Development: Graduate Second Language Acquisition and methodology courses for teachers in training

Washington D.C.

1998-1999

Institute on Migration and Labor
Washington D.C.

Summer 1998

Field researcher on Latin American migrant worker health care issues

University of Maryland College Park, Md. Summer 1988
Visiting Professor Maryland Foreign Language Intensive Teacher Training Institute: Graduate
teacher training course In Second Language Acquisition and Pedagogy.

Trinity College Washington D.C. 1984 - 1986
Adjunct Instructor of Spanish

Strayer College Washington D.C., Arlington, Va. 1979 - 1985
Full-time faculty in English as a Second Language

PUBLICATIONS

- "The Community College: Curricular Changes for Spanish and Portuguese in a New Era."
Hispania, 93, 1 (March 2010): 76-79. Print.
- Paso adelante*. Text, Student Activities Manual, and accompanying ancillaries. Boston: Houghton-Mifflin, Co., 2007. (with S. López)
- Task-based Activities for the Web to Accompany *¡Arriba!*, 3rd. ed. Englewood Cliffs, NJ: Prentice Hall, 2000. <http://cw.prenhall.com/bookbind/pubbooks/zayas-bazan3/>
- Health Classmates. Health Classmates Teacher's Guide. Health Classmates Test Bank*. Englewood Cliffs, N.J.: Prentice Hall. (In press).
- Classmates 3. Classmates 4*. Englewood Cliffs, N.J.: Prentice Hall. (In press). (Contributing author)
- "Academic Research," in *The Faculty Handbook*, Virginia Bianco-Mathis and Neal Chalofsky, eds. Thousand Oaks, CA: Sage, 1999.
- "The Testimony of Rigoberta Menchú in the Foreign Language Curriculum," *Teaching and Testimony: Rigoberta Menchú and the North American Classroom*, Stephen Benz and Allen Carey-Webb, eds. N.Y.: SUNY Press, 1996.
- "Rigoberta Menchú's Testimony as Required First-Year Reading," *Teaching and Testimony: Rigoberta Menchú and the North American Classroom*, Stephen Benz and Allen Carey-Webb, eds. N.Y.: SUNY Press, 1996. (with J. Guerra.)
- Classmates 2*. Englewood Cliffs, N.J.: Prentice Hall, 1996. (Contributing author)
- Review of Isabel Allende: *The Woman's Voice in Latin American Literature*, (Films for the Humanities) in *Hispania*, 78, 2, (May 1995), 330-1.
- ¡En directo! Spanish in Action: A Beginning Course. Laboratory Manual*, Tapes, Tapescript, and Answer Key. New York: Random House, 1988. (with R. Lavine)
- On Line: English for Computer Science*. New York: McGraw-Hill, 1986.
- "Computer-Assisted Language Learning for English for Specific Purposes: Integrating Technology and Subject Matter," *Teaching English Internationally Newsletter*, vol. 6, no. 1, September 1985. (with R. Lavine)
- "Skill Specific Computer-Assisted Instruction," ERIC and NCBE, July 6, 1983. (with R. Lavine)
- "Computer-Assisted Instruction for Teaching Languages: Grammar and Beyond," Sixth International Conference on Computers and the Humanities Proceedings, Sarah K. Burton and Douglas D. Short, Eds., Computer Science Press, 1983, 344-5. (with R. Lavine)

SELECTED PAPERS, WORKSHOPS, AND PRESENTATIONS

- “Culture and Communication: Techniques for Motivating High Beginners.” American Association of Teachers of Spanish and Portuguese (AATSP), July 2011
- “Advancing and Motivating High Beginners through Technology.” American Association of Teachers of Spanish and Portuguese (AATSP), July 2011
- “Advancing High Beginners Online: Synchronous Conferencing and Course Management,” American Council on the Teaching of Foreign Languages (ACTFL), November 2010
- “Language at a Distance: Online and Blended Learning in Community Colleges.” Paper and presentation. American Association of the Teachers of Spanish and Portuguese (AATSP), July 2010
- “Language and Literature Online: Distance Learning Formats.” The Changing Landscape of Language Teaching Conference, Central Piedmont Community College, March 2010
- “Spanish for High Beginners Online.” Paper and demonstration. Maryland Foreign Language Association (MFLA), March 2010
- “Spanish in Community Colleges: Curricular Changes for a New Era.” Presentation. American Association of the Teachers of Spanish and Portuguese (AATSP), July 2009
- “Film as Thematic and Cultural Input in Spanish Language Classes.” Paper and demonstration. American Association of the Teachers of Spanish and Portuguese (AATSP), August 2008, (with S. López).
- “Issues and Initiatives in Spanish in Community Colleges.” Panel presenter and moderator. American Association of the Teachers of Spanish and Portuguese (AATSP), August 2008.
- “Featuring Film in the Spanish Classroom: Resources and Activities.” Workshop at the American Council on the Teaching of Foreign Languages (ACTFL), November 2007, (with S. López)
- “Featuring Films in Spanish Language Classes.” Paper and demonstration. Maryland Foreign Language Association, March 2007.
- “Featuring Films in Spanish Language Classes.” Paper and demonstration. at the American Council on the Teaching of Foreign Languages (ACTFL), November 2006, (with S. López).
- “Technology for Advanced Beginners.” Paper and demonstration.. American Association of the Teachers of Spanish and Portuguese (AATSP), July 2006, (with S. López).
- “Initiatives in Spanish Language Instruction and Curriculum in Community College Systems.” Panel presenter and moderator. American Association of the Teachers of Spanish and Portuguese (AATSP), July 2006,
- “Community Connections: Task-based Activities for Advanced Beginners.” Paper and demonstration. Northeast Conference on the Teaching of Foreign Languages (NECTFL), April 2006.
- “Foreign Language in the General Education Curriculum.” Presentation at the Maryland Community Colleges Chief Academic Officers Academic Leadership Conference, June 2005.
- “Advancing the “False” Beginner: Strategies for Success in Community Colleges.” Paper and demonstration. at the Northeast Conference on the Teaching of Foreign Languages (NECTFL), March 2005.
- “Advancing the “False” Beginner: Strategies for Success.” Paper and demonstration. at the American Council on the Teaching of Foreign Languages (ACTFL), November 2004. (with S. López)
- “Sor Juana Inés de la Cruz: Pedagogical Principles in an Interactive Unit.” Presentation at the American Council on the Teaching of Foreign Languages (ACTFL), November 2004.
- “General Education Reform: *COMAR* and Beyond.” Presentation at the Maryland Community Colleges Chief Academic Officers Academic Leadership Conference, June 2004.

- "Online Literary Dialogue: Reader Response in the Distance Class." Paper and demonstration.. American Association of the Teachers of Spanish and Portuguese (AATSP), July 2003.
- "Educating the Advanced Beginner." Paper and demonstration. American Council on the Teaching of Foreign Languages (ACTFL), November 2002. (with S. López)
- "Recognizing Cultural Boundaries: Navigating Cyberspace." Paper and demonstration. American Council on the Teaching of Foreign Languages (ACTFL), November 2002. (with R. Lavine)
- "Online Reader Response: Literary Discussion Online." Paper and demonstration. Northeast Conference on the Teaching of Foreign Languages, April 2002.
- "Hispanic Literature Online." Paper and presentation. American Council on the Teaching of Foreign Languages (ACTFL), November, 2001.
- "Creating and Assessing Communicative Tasks." Workshop. American Council on the Teaching of Foreign Languages (ACTFL), November 2001. (with R. Lavine)
- "Building a Cultural Proficiency," *Focus on Faculty Newsletter*, Center for Teaching and Learning, Montgomery College, April 2001, 3,5.
- "Integrating Technology and Pedagogy: A Model for Teacher Training" at the Northeast Conference, accepted for presentation March 2001. (with R. Smitheram)
- "Creating and Assessing Communicative Tasks" Keynote Speaker and workshop presenter at the Millersville University 35th Annual In Service Conference On the Teaching of Foreign Languages, October 2000.
- "Spanish Literature on the Electronic Blackboard." Paper and presentation. Community College Humanities Association Eastern Region Conference, November 2000.
- "Sharing our Resources: The Project 2001 Multimedia Archive." Opening remarks, Annual meeting of the Vassar/ Williams Mellon Consortium for the Teaching of Languages, Literatures, and Cultures, November 2000.
- "Integrating Pedagogy and Technology: A Paradigm for Graduate Foreign Language Teacher Training." Paper and presentation, CALICO, June 2000. (with R. Smitheram)
- "Tenure, Promotion and Evaluation of Faculty work with Technology." Panelist. Northeast Association of Learning Laboratories (NEALL) Conference, Haverford College, March 2000.
- "Multiple Intelligences and Technology-Enhanced Language Learning." Workshop. ACTFL, November, 1999. (with R. Lavine)
- "Technology-Enhanced Language Learning And The Liberal Arts Institution: A Look Into The Future." Keynote Speech. Associated Colleges of the Midwest Foreign Language Conference, Beloit, Mi., October 1999.
- "Multiple Intelligences and Technology-Enhanced Language Learning." GWATFL, October 1999, Washington D.C.
- "Evaluating Technologically-Enhanced Foreign Language Materials." Invited presenter at the National Capital Language Resource Center (NCLRC) Summer Institute. Washington D.C., June 1999.
- "Preparing to Teach with Technology." Invited workshop presenter at the National Capital Language Resource Center (NCLRC) Summer Institute. Washington D.C., June 1999.
- "Technology and Language Teaching in New England and New York: A Look into the Future." Plenary Speaker, CTW Mellon Conference, Wesleyan University, Middletown, Ct., May 1999.
- "Multiple Intelligences and Technology-Enhanced Language Learning." ACTFL, November, 1998.
- "Electronic Reserves and Other Copyright-Safe Databases" Claremont Mellon Copyright Conference, "Digital Ownership: Re-Thinking Copyright Law in Education," September 1998.
- "Three Mellon Projects and Copyright" Panelist at the Claremont Mellon Copyright Conference,

- "Digital Ownership: Re-Thinking Copyright Law in Education," September 1998.
- "Güernica's Crushed Flowers: Spanish Poetry in Exile" Moderator, 'IN' Series Presentation and Panel Discussion, Mount Vernon College, October 1996. (A scholarly panel funded by the D.C. Humanities Council.)
- "Advanced Language Study from a Women's Studies Perspective: Infusing Gender Perspective into the Advanced Language Curriculum." Women's Studies Interdisciplinary Conference "Interdisciplinarity and Identity," April 1994.
- "Style Wars in Language Learning and Teaching: Resolving the Conflicts." Workshop, ACTFL, November, 1992 (with R. Oxford, M. Ehrman, and R. Lavine)
- "Balancing the Equation for International Women: An Intensive Language Experience." AAUW National Conference Taking the Lead: Balancing the Educational Equation, Mills College, October 1992 (with A. Kennedy)
- "Building a Cultural Identity in the Classroom." Northeast Conference, New York, N.Y., April, 1992 (with R. Lavine)
- "Style Wars: Real Examples of Teacher-Student Style Conflicts in the Language Classroom and What Can Be Done to Resolve These Conflicts." Workshop, ACTFL, November, 1991 (with R. Oxford, M. Ehrman, and R. Lavine)
- "Strategies that Work: ESL Bridges to the Foreign Language Classroom--Content-Based Instruction." Northeast Conference, New York, N.Y., April 1991 (with R. Oxford and R. Lavine)
- "The Spanish Muse." Moderator, IN' Series Panel Discussion, Mount Vernon College, February 1991.(A scholarly panel funded by the D.C. Community Humanities Council.
- "Alternative Approaches to Teaching Culture: Building a Cultural Identity." GWU Colloquium on Foreign Language Teaching, April 1990 (with R. Lavine)
- "Training the Ear: Developing Listening Comprehension in a Foreign Language." GWU Colloquium on Foreign Language Teaching, April 1989 (with R. Lavine)

PROFESSIONAL SERVICE

Maryland Higher Education Commission Faculty Advisory Council, 2008-present

American Association of Teachers of Spanish and Portuguese (AATSP)
Executive Council, 2005 – 2008

Community College Committee 2006 - present

Hispania, Journal of the American Association of Teachers of Spanish and Portuguese
Associate Editor, 2006 - present

American Association of Teachers of Spanish and Portuguese (AATSP)
Community College *Ad-hoc* Committee, 2005 – present

Middle States Commission on Higher Education, 2006, 2009, 2011, 2012
Visiting Team Evaluator

Montgomery County Public Schools Foreign Language Advisory Committee, 2002-2009

University System of Maryland, AAT Spanish Committee 2003

Northeast Conference on the Teaching of Foreign Languages
Local Committee, Conference 2000, Washington DC.

American Association of Applied Linguists (AAAL), proposal reviewer, technology strand, Fall 1999.

PROFESSIONAL AFFILIATIONS

AATSP (American Association of Teachers of Spanish and Portuguese)

ACTFL (American Council on the Teaching of Foreign Languages)
MFLA (Maryland Foreign Language Association)
MLA (Modern Language Association)

Gregory Fulkerson, Bio Statement

Dr. Fulkerson currently serves as the Director of Language Acquisition at the Delaware Department of Education where he supervises the development and implementation of the Governor's World Language Expansion initiative that focuses on ensuring that Delaware students graduate with advanced-level language skills. Dr. Fulkerson has also worked at the Maryland State Department of Education as the Formative Assessment Program Manager that supervised the implementation of formative assessment measures in world languages and English Learner programs.

Before Delaware, Dr. Fulkerson served as the Foreign Language Specialist for the Fairfax County (VA) Public Schools, the World Language Specialist for the Jefferson County (KY) Public Schools, a consultant on various national, state and district projects, and a secondary French teacher.

Dr. Fulkerson also serves the world language community in various leadership roles. He is currently the President of the National Council of State Supervisors for Languages (NCSSFL), a Past-President of the National Association of District Supervisors of Foreign Languages (NADSFL), a former member of the Editorial Review Board for the Northeast Conference on the Teaching of Foreign Languages (NECTFL). In the past, he has been an instructor of foreign language education at George Mason University, the President of the Kentucky World Language Association, President of Kentucky's Chapter of the American Association of Teachers of French and NADSFL's representative for the Southern Conference on Language Teaching (SCOLT). He has made numerous presentations at local, state, regional, national and international conferences including the American Council on the Teaching of Foreign Languages (ACTFL) Conferences and the Chinese Bridge Delegation sponsored by the College Board and Hanban, the Office of Chinese Language Council International, in Beijing.

Appendix B: Position Descriptions

Project Director (Georgetown): The project director (Malone) will oversee all aspects of the project, including project activities, coordinate the work of institutional partners, supervise the Program Manager and graduate research assistants, write reports, represent the AELRC at meetings and conference, oversee financial reports, meet regularly with the Associate Directors and coordinate with the other LRCs. She will also oversee outreach and will monitor project activities according to the Performance Measures and the advice of the Evaluator and Advisory Board.

Associate Director (ACTFL): The ACTFL Associate Director (Graham) will oversee all aspects of the ACTFL projects, including collaborating with the Director, managing project staff, working with ACTFL's social media manager and supervising all aspects of the work, including the coordination of the OPI workshops, integration of feedback into the workshop curricula and AAPPL development.

Associate Director (CAL): The CAL Associate Director (Montee) will provide technical assistance for all projects and direct all CAL-initiated projects. She will supervise the CAL research assistant and Georgetown graduate research assistants in the revision of the Foreign Language Assessment Director, the accompanying tutorial, organization of ECOLT and conducting the online course in Assessment: the Basics. She will also support Dr. Malone and Ms. Gonzalez in planning meetings and coordinating outreach and professional development efforts.

Principal Assessment Specialist (ACTFL): The ACTFL Principal Assessment Specialist (Marshall) will lead the process to identify expert language and cultural expert reviewers and bias and sensitivity reviewers and the incorporation of their feedback into the assessments. She will coordinate with Dr. Subtirelu on the identification of additional languages for the AAPPL.

Workshops and Certification Manager (ACTFL): The Workshops and Certifications Manager (Aly) will coordinate the OPI workshops, include logistics, ACTFL consultants, materials, attendance and non-disclosure forms. She will also participate in the follow-on research with Dr. Malone and the Georgetown team and work to integrate feedback into the workshop curricula.

Program Manager (Georgetown): The Program Manager (Gonzalez) will oversee day-to-day financial dimensions of AELRC, ensure coordination among the different projects, maintain the AELRC website, and oversee data collection for review by the external evaluator and for IRIS reporting.

Seal of Biliteracy Researcher (Georgetown): Dr. Nic Subtirelu will conduct research on the Seal of Biliteracy, its local and national impact and identify languages and support development of additional ACTFL Assessment of Performance toward Proficiency in Languages tests.

Graduate Research Affiliate (Georgetown): The Graduate Research Assistant will update the website, provide regular social media updates and support Georgetown research activities.

Graduate student intern (Georgetown/CAL): The graduate student intern will support CAL and Georgetown's research activities, including coding data, collecting data and supporting all projects during the academic year and summer.

Evaluator: The Evaluator (Norris) will advise the Director and AELRC staff on identifying high priority evaluation questions to explore the efficacy of the AELRC and each project, distinguishing meaningful and trustworthy indicators to define the effectiveness of delivery and the impact of each project. connecting the manner of reporting evaluation findings to maximize their usefulness, and supporting AELRC staff in ongoing improvement of AELRC endeavors. The evaluator will also coordinate the activities of an advisory board.

Advisory Board: The Advisory Board (Cushing, Fechter, Fulkerson and Kinginger) will participate in two face-to-face and two virtual meetings to conduct ongoing and thorough reviews of projects.

Appendix C: Letters of Support

1. Partners
 - a. Ms. Martha Abbott, Executive Director, American Council on the Teaching of Foreign Languages
 - b. Dr. Joel Gómez, President, Center for Applied Linguistics
2. Georgetown University Letters of Support
 - a. Dr. Elizabeth Zsiga, Professor and Chair, Department of Linguistics
 - b. Lourdes Ortega, Director of Initiative for Multilingual Studies and Professor of Linguistics
 - c. Dr. Alison Mackey, Professor and Director of Graduate Studies, Linguistics Department
 - d. Dr. Cristina Sanz, Professor and Chair, Department of Spanish and Portuguese
 - e. Dr. Edward J. Maloney, Executive Director, Center for New Designs in Learning and Scholarship
3. Evaluator and Advisory Board
 - a. Dr. John Norris, Senior Research Director, Principal Research Scientist, Educational Testing Service
 - b. Dr. Sara T. Cushing, Senior Faculty Associate for Assessment of Student Learning, Georgia State University
 - c. Dr. Celeste Kinginger, Professor of Applied Linguistics, Pennsylvania State University
 - d. Dr. Sharon Ahern Fechter, Dean of Humanities, Montgomery College (*see also: External partners*)
 - e. Dr. Gregory Fulkerson, Director, Language Acquisition, Delaware Department of Education
4. Collaborating LRCs
 - a. Dr. Julie M. Sykes, Director, Center for Applied Second Language Studies, University of Oregon
 - b. Dr. Kate Paesani, Director, Center for Advanced Research on Language Acquisition, University of Minnesota
 - c. Dr. Julio C. Rodríguez, Director, National Foreign Language Resource Center, University of Hawai'i at Mānoa
 - d. Ms. Kathryn Paul, National Heritage Language Resource Center, UCLA
 - e. Drs. Koen Van Gorp & Patricia Spinner, Co-Directors, Hub for Innovative LCTL Teaching, College of Arts & Letters, Michigan State University
5. External partners
 - a. Dr. April Massey, Dean, College of Arts and Sciences, University of the District of Columbia
 - b. Montgomery County Community College

- c. Dr. Manuela Wagner, Director, German Language and Culture Program,
Department of Literatures, Cultures & Languages, University of Connecticut
- d. Dr. Linda Harklau, Professor, TESOL & World Language Education Program,
University of Georgia
- e. Mr. Patrick Wallace, Program Specialist for World Languages and Global
Workforce Initiatives, Georgia Department of Education
- f. Ms. Ofelia G. Wade, President, National Council of State Supervisors of Foreign
Languages
- g. Ms. Rita A. Oleksak, Director of Foreign Languages/ELL, Glastonbury Public
Schools

Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057

June 20, 2018

Dear Dr. Malone:

Language programs and their instructors benefit greatly from valid and reliable assessments to monitor their progress in U.S. K-12 and post-secondary programs. However, there are limited assessment and evaluation resources that boost U.S. K-12 and post-secondary language programs. Since it was established in 2014, Georgetown's Assessment and Evaluation Language Resource Center (AELRC) has conducted critical and high-leverage work to research best practices in assessment, develop high-leverage assessments and support cutting-edge practices in program evaluation.

ACTFL has developed two instruments that allow language instructors and students to monitor their progress toward proficiency goals and use the results to improve teaching and learning: the ACTFL Oral Proficiency Interview (ACTFL OPI) and the ACTFL Assessment of Performance toward Proficiency in Language (AAPPL). Each instrument has been demonstrated to have a positive influence on language teaching and learning at the K-12 (AAPPL) and post-secondary (ACTFL OPI) levels. The ACTFL OPI is administered by rigorously trained and calibrated testers who participate in a four-day workshop and subsequent follow-up to become certified testers.

I am pleased to write this letter of support for the AELRC that confirms ACTFL's enthusiastic commitment to serving as an AELRC partner from 2018-22. ACTFL will work with the AELRC to provide an ACTFL OPI (four-day) or MOPI (three day) workshop (depending on which is more relevant) at MSI, community college, heritage language program and institution devoted to LCTLs. I understand that the funds for each annual workshop will be provided by the grant and that ACTFL's Workshops and Certifications Manager will collaborate with Georgetown researchers to explore the long-term influences of the workshop, as well as how the workshops can be improved for these populations.

ACTFL will also collaborate with the AELRC in working to develop an AAPPL in a new LCTL each year. Grant funds will be used for expert language and cultural and bias and sensitivity review. ACTFL staff will work with GU AELRC staff to identify high-need LCTLs for the AAPPL that will allow students to demonstrate their language ability and apply for the Seal of Biliteracy.

I am pleased to submit this letter of support for ACTFL to serve as a partner with the AELRC at Georgetown University for the 2018-2022 cycle.

I look forward to our partnership.

Sincerely,



Martha G. Abbott
Executive Director

June 19, 2018


Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057

Dear Dr. Malone:

I am pleased to write this letter of support for Georgetown University's proposal for the 2018 – 2022 Assessment and Evaluation language Resource Center (AELRC) and in affirmation of the Center for Applied Linguistics' (CAL) commitment to serving as AELRC's partner during this time frame. Since 2014, the Georgetown AELRC has conducted critical work in language education by researching best practices in assessment, developing much-needed assessments, and supporting effective practices in program evaluation. During this period, CAL has been pleased to serve as a strong partner with Georgetown University in working to fulfill the AELRC mission supporting foreign language (FL) education in the U. S. by (1) providing assessment and evaluation training and materials, (2) developing and validating high-quality assessment and evaluation instruments and procedures, and (3) fostering and sustaining a scholarship of FL assessment and evaluation among K-16 language educators.

As Georgetown University's AELRC partner, CAL will contribute to the AELRC mission through the implementation of numerous activities such as: (1) hosting an online course about assessment for FL educators as part of AELRC's commitment to support assessment literacy for language educators; (2) improving the existing AELRC companion online tutorial, *Understanding Assessment*, with information for heritage language programs, less commonly taught language (LCTL) programs, and post-secondary contexts; (3) continuing with support for the annual East Coast Organization of Language Testers Conference, recognizing its importance as a forum for research and networking; (4) updating the AELRC Foreign Language Assessment Directory; and, (5) participating as an overall planning and management collaborator with Georgetown University on all AELRC major activities. Dr. Megan Montee, CAL Senior Research Associate, will manage and participate in CAL activities related to the AELRC.

In responding to the scope of work for the AELRC, Georgetown University and CAL recognize that meeting the need for valid and reliable assessments is of paramount importance for providing high quality services for FL students and for supporting accountability efforts for high-impact FL programs in K-12 and post-secondary programs in the U. S. I am pleased to submit this letter of support for the Georgetown University AELRC proposal that addresses this need and in affirmation of CAL's participation as partner in the implementation of the AELRC.

Sincerely,


Joel Gómez
President, Center for Applied Linguistics



GEORGETOWN UNIVERSITY

Department of Linguistics

Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057
June 7, 2018

Dear Dr. Malone:

As Chair of the Georgetown University Linguistics Department, I am pleased to write this letter of support for the AELRC for its 2018-22 proposal. Since its inception, the AELRC has provided strong support for foreign language programs through your research, professional development and outreach. In addition to the national benefits of the AELRC, documented by publications, workshops, annotated bibliographies and the FLAD, among numerous other efforts, I have witnessed the benefits of the AELRC both in the Linguistics Department and at Georgetown.

I have noted that graduate students assigned to the AELRC, including both Department Fellows and Master's students working as paid Research Affiliates, have benefitted from researching assessment and evaluation, developing and conducting professional development workshops and being a part of the cutting edge of language assessment and evaluation. They will carry these skills to their professional positions and will continue to positively influence foreign language teaching, learning and testing for decades. In addition, AELRC's annual ECOLT conference and the Georgetown University Roundtable Conference which AELRC supported in 2016 show the national impact of this center for foreign language assessment and evaluation.

As a department Chair and member of the Chairs of the Faculty of Languages and Linguistics at Georgetown, I am keenly aware of the importance of assessment and program evaluation to allow our language programs to reflect on their mission, examine data to analyze patterns and work to improve. The AELRC provides unique support to such programs.

I look forward to our continued collaboration.

Sincerely,

A handwritten signature in black ink, reading "Elizabeth Zsiga". The signature is written in a cursive, flowing style.

Elizabeth Zsiga, Ph.D.

Professor and Chair

Department of Linguistics

Georgetown University



Georgetown University
Department of Linguistics
Poulton Hall 250
1437 37th St., NW
Washington, DC 20057-1051

Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057

June 4, 2018

Dear Dr. Malone:

I am thrilled to submit this letter of support for the Assessment and Evaluation Language Resource Center (AELRC) at Georgetown University for the 2018-2022 cycle. As the Director of the Initiative for Multilingual Studies at Georgetown University and a contributing member of the second language acquisition and applied linguistics community, I have seen, firsthand, the benefits of the AELRC both at Georgetown and across the country.

The need for strong, research-based language programs and valid and reliable assessments to monitor their progress cannot be overstated for U.S. post-secondary language programs. Yet, there are limited assessment and evaluation resources that boost U.S. K-12 and post-secondary language programs. While the fields of foreign language education and applied linguistics have greatly increased the capacity to produce research on and to design and implement remarkable innovations in the areas of curriculum, technology, inter-culturality, dual-language education, and content-based and task-based instruction, literacy in language assessment and program evaluation has lagged behind, in research as in practice. It is therefore exciting to witness the impact and reach of Georgetown's AELRC since its initial establishment in 2014.

Over the past four years, the AELRC has done critical and high-leverage work to investigate best practices in assessment, exceedingly well meeting its mission to inspire on-the-ground educators as well as highly trained experts to engage in useful assessment and evaluation initiatives. The AELRC has provided guidance to FL educators as they innovate and improve their programs, leading the development of high-leverage

assessments and supporting cutting-edge practices in program evaluation. This has greatly fostered the ability of programs and institutions to offer accountability to students and society. With accountability also comes a much better capacity to articulate and express the value of FL studies throughout the nation.

As a result of my scholarship and outreach activities over nearly three decades, I have endeavored to improve teaching and learning and articulate the transition from secondary to post-secondary language study. I have also participated in multiple accreditation and self-study efforts. Assessment and evaluation allow our language programs to reflect on their mission, examine data to analyze patterns, and develop comprehensive and realistic strategies to continually improve. The AELRC, based on its first four successful years, is uniquely positioned to continue to excel in its mission. I look forward to the next four years of successes and collaboration.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Lourdes Ortega', with a stylized flourish at the end.

Lourdes Ortega, Ph.D.
Professor, Department of Linguistics

Convener of the Initiative for Multilingual Studies
Member of the Board of Trustees, Center for Applied Linguistics
Associate General Editor, Language Learning Research Club
Advisory Group Member of IRIS

GEORGETOWN UNIVERSITY



Department of Linguistics

Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057

Friday, June 15th, 2018.

Dear Dr. Malone:

Since its establishment in 2014, Georgetown's *Assessment and Evaluation Language Resource Center (AELRC)* has conducted critical and high-leverage work to investigate best practices in language assessment, develop new, cutting-edge assessments, and support and develop current practices in program evaluation. As the Director of Graduate Studies in Linguistics at Georgetown University, a highly research active member of the applied linguistics community, and Editor-in-Chief of Cambridge University Press's *Annual Review of Applied Linguistics* (official journal of the *American Association for Applied Linguistics*), I can confirm I have witnessed myriad benefits of the AELRC at Georgetown, within Washington, DC, across the United States, and even filtered through to the United Kingdom for example, the dissemination of their work by Dr. Malone at Lancaster University (ranked in the top ten of the World for Linguistics, and a significant body for second language testing).

As a result, I am truly pleased to submit this letter of support for the *AELRC* at Georgetown University for the 2018-2022 cycle. During the past four years, the *AELRC's* activities have provided important guidance to second language assessment specialists and FL educators as they innovate and improve their programs, ensure accountability to students and society, and articulate and express the value of FL studies at Georgetown and throughout the nation.

I want to specifically make mention addition, of the tremendous benefits to graduate students in the Linguistics Department who have been assigned to the AELRC, researching assessment and

evaluation, developing and conducting professional development workshops and being a part of the cutting edge of language assessment and evaluation.

As a result of my scholarship and outreach activities over nearly three decades, I have worked to improve teaching and learning across the U.S. and as such, I have participated in multiple accreditation and self-study efforts. In October 2017 at the invitation of the government of the Netherlands I will take part in a major assessment of all five leading Universities in the Netherlands for applied linguistics, language teaching, and associated efforts like assessment and evaluation. In this context, I confirm that I have broad and deep experience in analyzing programs like those of the AELRC, reflecting on their mission, examining data to analyze patterns. The AELRC, based on its first four successful years, is an extremely strong performer, and with its new Georgetown-CAL-ACTFL partnerships, is uniquely positioned to continue in its world-leading mission and program of work.

I look forward to continued collaboration.

Sincerely,

A handwritten signature in black ink, reading "Alison Mackey" with a stylized flourish at the end.

Alison Mackey, Ph.D.
Professor and Director of Graduate Studies

Department of Linguistics
Georgetown University, Washington, DC.
faculty.georgetown.edu/mackeya/ Email: mackeya@georgetown.edu

Editor-in-Chief [Annual Review of Applied Linguistics](#) (Cambridge University Press) 2018 out!

Series Editor, [Second Language Acquisition Research](#) (Taylor & Francis)

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GEORGETOWN UNIVERSITY

Department of Spanish and Portuguese

Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057

June 3rd, 2018

Dear Dr. Malone:

Strong foreign language programs benefit from valid and reliable assessments and from useful, purposeful program evaluation. Unfortunately, limited assessment and evaluation resources exist to support U.S. K-12 and post-secondary language programs. Since its inception in 2014, Georgetown's Assessment and Evaluation Language Resource Center (AELRC) has worked to fill many of the existing gaps. As the Chair of the Spanish and Portuguese Department at Georgetown University and a leading member of the applied linguistics community, I have witnessed the benefits of the AELRC both at Georgetown and across the country.

I am pleased to submit this letter of support for the AELRC at Georgetown University for the 2018-2022 cycle. As I have witnessed during the past four years, the AELRC's activities support useful assessment and evaluation practices and provide guidance to FL educators as they innovate and improve their programs, ensure accountability to students and society, and articulate and express the value of FL studies at Georgetown and throughout the world.

As both Chair of the Department of Spanish and Portuguese and an internationally recognized scholar in applied linguistics, I am pleased to support the AELRC's endeavors. In my work over nearly three decades, I have worked to improve teaching and learning and articulate the transition from secondary to post-secondary language study. I have also participated in multiple accreditation and self-study efforts. Assessment and evaluation allow our language programs to reflect on their mission, examine data to analyze patterns and work to improve them. The AELRC, based on its first four successful years, is uniquely positioned to continue in its mission.

I look forward to our continued collaboration.

Sincerely,

Cristina Sanz, PhD
Professor of Spanish Linguistics & Chair
Director, Intensive and School of Foreign Service Spanish Program
Director, Georgetown-at-Barcelona Summer Program
Co-Director, Center for Brain Bases of Cognition (2005-2012)

*Box 571039 Washington DC 20057-1039
Telephone: 202-687-6134 Fax 202-687-5786*

PR/Award # P229A180017

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GEORGETOWN UNIVERSITY

*Center for New Designs
in Learning and Scholarship (CNDLS)*

June 7, 2018

Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057

Dear Dr. Malone:

As Executive Director of the Center for New Designs in Learning and Scholarship (CNDLS), Georgetown's research center on teaching, learning and technology, I am pleased to write this letter of support for the AELRC's 2018-2022 application. Since its inception, the AELRC has provided strong support for foreign language programs through your research, professional development and outreach. In addition to the national benefits of the AELRC, documented by publications, workshops, annotated bibliographies and the FLAD, among numerous other efforts, my colleagues and I have witnessed the benefits of the AELRC as a partner in our assessment of our Language Learning Technology Center.

During the past four years, the AELRC's activities support useful assessment and evaluation practices, provide guidance to foreign language educators as they innovate and improve their programs, ensure accountability to students and society, and articulate and express the value of foreign language studies at Georgetown and throughout the nation. In addition, the graduate students assigned to the AELRC have benefitted from researching assessment and evaluation, developing and conducting professional development workshops and being a part of the cutting edge of language assessment and evaluation. The AELRC's mission is complementary to that of CNDLS; our work dovetails well.

Assessment and evaluation allow our language programs to reflect on their mission, examine data to analyze patterns and work to improve. The AELRC, based on its first four successful years, is uniquely positioned to continue in its mission.

I am very happy to write in support of their application, and I look forward to our continued collaboration.

Sincerely,

Edward J. Maloney, Ph.D.
Executive Director, CNDLS
Professor, Department of English
Professor & Founding Director of the Program in Learning and Design

Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057

June 18, 2018

Dear Dr. Malone:

Assessment and evaluation are critical components to developing, maintaining and improving strong world language programs. However, there are limited assessment and evaluation resources available to support U.S. K-12 and post-secondary language programs, and Georgetown's Assessment and Evaluation Language Resource Center (AELRC), since its inception in 2014, has worked to fill many of the existing gaps. By adding ACTFL to the partnership with Georgetown and CAL, AELRC has all the necessary expertise to complete all of its proposed projects.

I am pleased to submit this letter of support to affirm my commitment to serving AELRC Evaluator and member of the Advisory Committee for the AELRC at Georgetown University for the 2018-2022 cycle. The overarching goal of the AELRC is to support foreign language (FL) education in the US by (a) providing assessment and evaluation training and materials, (b) developing and validating high-quality assessment and evaluation instruments and procedures, and (c) fostering and sustaining a scholarship of FL assessment and evaluation among K-16 language educators. The AELRC's activities facilitate useful assessment and evaluation practices to help FL educators innovate and improve their programs, ensure accountability to students and society, and articulate and express the value of FL studies in the world today.

As the Founding Director of AELRC and a leading scholar in foreign language program evaluation and assessment, I enthusiastically support the AELRC's endeavors. In my extensive research, I have authored multiple articles, books and chapters focused on many of AELRC's areas of research and outreach, from C-tests to program evaluation to developing useful assessments. As a result, I know that even more work is needed to support not only research but also curriculum, instruction and professional development of language professionals at all levels who need more background, tools and understanding of assessment and evaluation. The AELRC, based on its first four successful years, is uniquely positioned to continue in its mission. As its founder, I am committed to critical evaluation of the AELRC's activities to ensure its success.

I look forward to serving as Evaluator and working with the advisory committee along with you and your partners.

Sincerely,

John M. Norris, Ph.D.
Senior Research Director, Principal Research Scientist
Educational Testing Service
660 Rosedale Road
Princeton, NJ 08541 USA

Mailing Address:

P.O. Box 4099
Atlanta GA 30302-4099

In Person:

34 Peachtree Street, Suite 1200
Atlanta GA 30302-4099

Phone: 404/413-5200

Fax: 404/413-5201



Dr. Margaret Malone, Director
Assessment and Evaluation Language Resource Center
Georgetown University
1421 37th ST NW
Poulton 227
Washington DC 20057

May 31, 2018

Dear Dr. Malone:

Assessment and evaluation are critical components to developing, maintaining and improving strong world language programs. However, there are limited assessment and evaluation resources available to support U.S. K-12 and post-secondary language programs, and Georgetown's Assessment and Evaluation Language Resource Center (AELRC), since its inception in 2014, has worked to fill many of the existing gaps. By adding ACTFL to the partnership with Georgetown and CAL, AELRC has all the necessary expertise to complete all proposed projects with high quality outcomes.

I am pleased to submit this letter of support to confirm my commitment to serving as a member of the Advisory Committee for the AELRC at Georgetown University for the 2018-2022 cycle. The overarching goal of the AELRC is to support foreign language (FL) education in the US by (a) providing assessment and evaluation training and materials, (b) developing and validating high-quality assessment and evaluation instruments and procedures, and (c) fostering and sustaining a scholarship of FL assessment and evaluation among K-16 language educators. The AELRC's activities facilitate useful assessment and evaluation practices to help FL educators innovate and improve their programs, ensure accountability to students and society, and articulate and express the value of FL studies in the world today.

Mailing Address:

P.O. Box 4099
Atlanta GA 30302-4099

In Person:

34 Peachtree Street, Suite 1200
Atlanta GA 30302-4099

Phone: 404/413-5200

Fax: 404/413-5201



As a leading scholar in language assessment, professor and current Senior Faculty Associate for Assessment of Student Learning at Georgia State University, I enthusiastically support the AELRC's endeavors. In my extensive research, I have authored multiple articles, books and chapters focused on many of AELRC's areas of research and outreach. In addition, my current work as Faculty Associate for Assessment of Student Learning highlights the critical need for better instruments for and understanding of language assessment and program evaluation. The AELRC, based on its first four successful years, is uniquely positioned to continue in its mission.

I look forward to working with the advisory committee along with you and your partners.

Sincerely,

A handwritten signature in black ink, appearing to read "Sara T. Cushing", with a long, sweeping horizontal line extending to the right.

Sara T. Cushing, Ph.D.

Professor, Applied Linguistics

Senior Faculty Associate for Assessment of Student Learning, Office of
Institutional Effectiveness, Georgia State University



May 27, 2018

Dear Dr. Malone:

Assessment and evaluation are critical components to developing, maintaining and improving strong world language programs. However, there are limited assessment and evaluation resources available to support U.S. K-12 and post-secondary language programs, and Georgetown's Assessment and Evaluation Language Resource Center (AELRC), since its inception in 2014, has worked to fill many of the existing gaps.

I am pleased to submit this letter of support to affirm my commitment to serving as a member of the Advisory Committee for the AELRC at Georgetown University for the 2018-2022 cycle. The overarching goal of the AELRC is to support foreign language (FL) education in the US by (a) providing assessment and evaluation training and materials, (b) developing and validating high-quality assessment and evaluation instruments and procedures, and (c) fostering and sustaining a scholarship of FL assessment and evaluation among K-16 language educators. The AELRC's activities facilitate useful assessment and evaluation practices to help FL educators innovate and improve their programs, ensure accountability to students and society, and articulate and express the value of FL studies in the world today.

As a leading foreign language scholar and professor, I enthusiastically support the AELRC's endeavors. In my extensive research, I have used a number of assessment to document student progress. As a result, I know that even more work is needed to support not only research but also curriculum, instruction and professional development of language professionals at all levels who need more background, tools and understanding of assessment and evaluation. The AELRC, based on its first four successful years, is uniquely positioned to continue in its mission.

I look forward to serving on the advisory committee with you and your partners.

Sincerely,

Celeste Kinginger, Professor of Applied Linguistics



Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057

June 5, 2018

Dear Dr. Malone:

Language programs and their instructors benefit greatly from valid and reliable assessments to monitor their progress in U.S. K-12 and post-secondary programs. However, there are limited assessment and evaluation resources that boost U.S. K-12 and post-secondary language programs. Since it was established in 2014, Georgetown's Assessment and Evaluation Language Resource Center (AELRC) has conducted critical and high-leverage work to research best practices in assessment, develop high-leverage assessments and support cutting-edge practices in program evaluation. Perhaps the most well-known approach to increasing language instructors' understanding of proficiency and assessing student progress according to the ACTFL Proficiency Guidelines is the ACTFL Oral Proficiency Interview (OPI) Workshop.

Although the workshop has been demonstrated to be impactful for language instructors, it is costly. I am pleased to work with the AELRC to provide an ACTFL OPI (four-day) or MOPI (three day) workshop (depending on which is more relevant) at UDC for our language faculty. I understand that the AELRC will pay for the workshop and travel costs for the trainer. I believe this workshop will support our faculty in incorporating language proficiency principles into their courses. I also believe that the follow-on research will not only help our language faculty reflect on how the workshop has supported their goals but will also help ACTFL and the AELRC reflect on how to improve the workshops for different audience.

As a result, I am pleased to submit this letter of support for the AELRC at Georgetown University for the 2018-2022 cycle. Montgomery College looks forward to the workshop and follow-on study. I look forward to our continued collaboration.

Sincerely,

A handwritten signature in cursive script that reads 'Sharon Ahern Fechter'.

Sharon Ahern Fechter, Ph.D.
Dean of Humanities
Montgomery College



DEPARTMENT OF EDUCATION

Townsend Building
401 Federal Street Suite 2
Dover, Delaware 19901-3639
DOE WEBSITE: <http://www.doe.k12.de.us>

Susan S. Bunting, Ed.D.
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

June 1, 2018

Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057

Dear Dr. Malone,

World language programs benefit from valid and reliable assessments and from useful, purposeful program evaluation. Unfortunately, limited assessment and evaluation resources exist to support U.S. K-12 and post-secondary language programs. Since its inception in 2014, Georgetown's Assessment and Evaluation Language Resource Center (AELRC) has worked to fill many of the existing gaps.

I am pleased to submit this letter of support to confirm my commitment to continue serving as a member of the Advisory Committee for the AELRC at Georgetown University for the 2018-2022 cycle. As I have witnessed during the past four years, the AELRC's activities support useful assessment and evaluation practices and provide guidance to FL educators as they innovate and improve their programs, ensure accountability to students and society, and articulate and express the value of language studies in the world today.

As the Director of the Language Acquisition Workgroup at the Delaware Department of Education, I am pleased to support the AELRC's endeavors. In my work over more than two decades, I have worked to bring world languages, through dual language immersion programs and traditional world language programs, to thousands of students in PK-12 programs. Assessment and evaluation allow our programs to reflect on their mission, examine data to analyze patterns and work to improve. The AELRC, based on its first four successful years, is uniquely positioned to continue in its mission.

I look forward to working with the advisory committee along with you and your partners.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Fulkerson", written over a horizontal line.

Gregory Fulkerson, Ph.D.
Director, Language Acquisition



June 11, 2018

Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057

Dear Dr. Malone,

The need for strong, research-based language programs and valid and reliable assessments to monitor their progress is clear for U.S. post-secondary language programs. However, there are limited assessment and evaluation resources that boost U.S. K-12 and post-secondary language programs. Since its initial establishment in 2014, Georgetown's Assessment and Evaluation Language Resource Center (AELRC) has done critical and high-leverage work to research best practices in assessment, develop high-leverage assessments and support cutting-edge practices in program evaluation. As Director of the Center for Applied Second Language Studies (CASLS) at the University of Oregon and a leading member of the language teaching and learning community, I have seen, firsthand, the benefits of the AELRC both at Georgetown and across the country.

As a result, I am thrilled to submit this letter of support for the AELRC at Georgetown University for the 2018-2022 cycle. During the past four years, the AELRC's activities support useful assessment and evaluation practices and provide guidance to FL educators as they innovate and improve their programs, ensure accountability to students and society, and articulate and express the value of language learning throughout the nation.

During the past four years, CASLS and the AELRC have explored and piloted an intercultural competence assessment; I look forward to working together to further development of the Interactional Pragmatic Intercultural Competence (IPIC) assessment. As emphasized by research and feedback for over a decade, the field of second language acquisition and world language education needs to emphasize more than grammar and vocabulary structures to help students learn to successfully communicate with those of other languages and cultures. Learners benefit from understanding a cultural worldview and be able to navigate within it.

CENTER FOR APPLIED SECOND LANGUAGE STUDIES (CASLS)

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An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

IPIC uses digital simulation to guide learners through scenarios with varying power and social distance to generate a learner profile based on four dimensions critical to competence: knowledge, analytical abilities, subjectivity, and awareness. IPIC allows for an individualized experience, as learner response shapes the interaction as the simulation unfolds. Our pilots have shown that students are enthusiastic about the IPIC and eager to see it come to fruition.

CASLS commits to continued partnering on IPIC, specifically by helping to steer the theoretical framework of the intercultural pieces of the tool, programming the IPIC, hosting a rating pilot and teacher training institute in year 4, co-presenting conference presentations throughout the life of the project, and co-authoring peer-reviewed publications. CASLS will serve as the technology and pragmatic experts while AELRC will provide assessment support.

I look forward to our continued collaboration.

Sincerely,



Dr. Julie M. Sykes
Director, Center for Applied Second Language Studies (CASLS)
Associate Professor, Department of Linguistics

Twin Cities Campus

*Center for Advanced Research on
Language Acquisition*

Global Programs and Strategy Alliance

*140 University International Center
331 17th Avenue Southeast
Minneapolis, MN 55414 USA*

Phone: 612-626-8600

Fax: 612-624-7514

www.carla.umn.edu

carla@umn.edu

June 6, 2018

Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057

Dear Dr. Malone:

As Director of the Center for the Advanced Research on Language Acquisition (CARLA), one of the 16 Title VI Language Resource Centers, I am pleased to write this letter of support for the AELRC's 2018-2022 grant application. Since its inception, the AELRC has provided strong support for foreign language programs through research, professional development, and outreach. In addition to the national benefits of the AELRC, documented by efforts such as publications, workshops, bibliographies, and the FLAD, I have witnessed the benefits of the AELRC on a national level.

Language programs and their instructors can only benefit from valid and reliable assessments to monitor their progress in U.S. K-12 and postsecondary programs; however, there are limited assessment and evaluation resources available to these groups. Since it was established in 2014, AELRC has conducted critical work to research best practices in assessment, develop high-leverage assessments, and support cutting-edge practices in program evaluation. Language professionals benefit from professional development that allows them to explore and apply these concepts in meaningful ways in collaboration with both experts and colleagues.

In our proposal for funding in the 2018-2022 cycle, CARLA is delighted that the AELRC will conduct one of our summer institutes on program evaluation and use new, self-study materials on program evaluation to support the institute. CARLA has a proven track record of holding high-quality summer institutes and looks forward to providing a dedicated venue for language professionals to learn about ways to implement useful assessment and program evaluation into their teaching and learning contexts.

I look forward to our continued collaboration.

Sincerely,



Kate Paesani, Ph.D.
Director, Center for Advanced Research on Language Acquisition (CARLA)
Affiliate Associate Professor, College of Liberal Arts

Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057

June 10, 2018

Dear Dr. Malone:

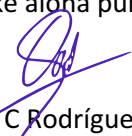
Language programs and their instructors can only benefit from valid and reliable assessments to monitor their progress in U.S. K-12 and post-secondary programs. However, there are limited assessment and evaluation resources that boost U.S. K-12 and post-secondary language programs. Since it was established in 2014, Georgetown's Assessment and Evaluation Language Resource Center (AELRC) has conducted critical and high-leverage work to research best practices in assessment, develop high-leverage assessments and support cutting-edge practices in program evaluation. As the Director of the National Foreign Language Resource Center at the University of Hawai'i and a leading member of the applied linguistics community, I have been able to the benefits of the AELRC both at Georgetown and across the country.

As a result, I am pleased to submit this letter of support for the AELRC at Georgetown University for the 2018-2022 cycle. In terms of collaborative projects, the AELRC Director will work with the NFLRC to design and conduct a comprehensive formative evaluation in the middle of the 2018-2022 grant cycle. In particular, AELRC will create materials for a comprehensive, mid-cycle LRC evaluation that will be first piloted with the NFLRC at the end of Year 2. As part of the pilot, AELRC will provide expert assistance to the NFLRC in evaluation processes and procedures. Based on the results of the pilot, AELRC will revise and improve the developed materials that subsequently will be made available to a wider range of LRCs interested in conducting a mid-cycle formative evaluation.

As a result of my scholarship and outreach activities over nearly three decades, I have worked to improve teaching and learning across the U.S. I have also participated in multiple accreditation and self-study efforts. Assessment and evaluation allow our language programs to reflect on their mission, examine data to analyze patterns and work to improve. The AELRC, based on its first four successful years, is uniquely positioned to continue in its mission

I very much look forward to our continued collaboration.

Me ke aloha pumehana.



Julio C Rodríguez, Director
National Foreign Language Resource Center
Center for Language & Technology
University of Hawai'i at Mānoa

Margaret E. Malone, Ph.D.
 Director, AELRC
 1421 37th St NW
 Washington, DC 20057

1333 Rolfe Hall
 Box 951411
 Los Angeles, CA 90095-1411
 phone: 310-825-2510
 fax: 310-206-5183
<http://www.nhlrc.ucla.edu>

Date

Dear Dr. Malone:

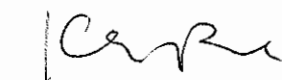
Language programs and their instructors benefit greatly from valid and reliable assessments to monitor their progress in U.S. K-12 and post-secondary programs. However, there are limited assessment and evaluation resources that boost U.S. K-12 and post-secondary language programs. Since it was established in 2014, Georgetown's Assessment and Evaluation Language Resource Center (AELRC) has conducted critical and high-leverage work to research best practices in assessment, develop high-leverage assessments and support cutting-edge practices in program evaluation. Perhaps the most well-known approach to increasing language instructors' understanding of proficiency and assessing student progress according to the ACTFL Proficiency Guidelines is the ACTFL Oral Proficiency Interview (OPI) Workshop.

Although the workshop has been demonstrated to be impactful for language instructors, it is costly. I am pleased to work with the AELRC to provide an ACTFL OPI (four-day) or MOPI (three day) workshop (depending on which is more relevant) at UCLA's National Heritage Language Resource Center for our language faculty who work with heritage learners. I understand that the AELRC will pay for the workshop and NHLRC will assume travel costs for the trainer. I believe this workshop will support our faculty in incorporating language proficiency principles into their courses. I also believe that the follow-on research will not only help our language faculty reflect on how the workshop has supported their goals but will also help ACTFL and the AELRC reflect on how to improve the workshops for an audience of heritage learners.

As a result, I am pleased to submit this letter of support for the AELRC at Georgetown University for the 2018-2022 cycle. The NHLRC looks forward to the workshop and follow-on study.

I look forward to our continued collaboration.

Sincerely,



Kathryn Paul

Managing Director

MICHIGAN STATE
U N I V E R S I T Y

June 11, 2018

Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057

Dear Dr. Malone:

As Co-Directors of the proposed Hub for Innovation in LCTL Teaching (HILT) at Michigan State University, we are pleased to write this letter of support for the AELRC for its 2018-22 proposal. Since its inception, the AELRC has provided strong support for foreign language programs through your research, professional development and outreach. In addition to the national benefits of the AELRC, documented by publications, workshops, annotated bibliographies and the FLAD, among numerous other efforts, we have witnessed the benefits of the AELRC in the field.

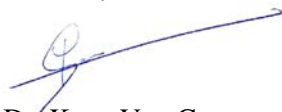
The Language Resource Centers provide critical support to foreign language teaching and learning in the US. HILT is designed to address the challenge of providing broader access to excellent language teaching and learning resources in an increasingly global and changing society. HILT proposes to act as a national hub and build a comprehensive online toolkit that provides instructors of less commonly taught languages (LCTLs) in particular with high-quality information, teaching resources, professional development and community building that will help improve teaching practices and students' learning experiences.

In our collaborations with AELRC, we look forward to hosting a professional development workshop for LCTL instructors that will help them understand and apply proficiency-based practices in their learning contexts. We understand that the AELRC will support the workshop and HILT will support travel for the trainer during Year 4 (2022) of the funding cycle. We believe that this workshop will provide a significant professional development opportunity for LCTL language instructors and that the follow-on research will support meaningful revisions to the workshop structure and content.

As one of us serves as the Head of Assessment in the Center for Language Teaching Advancement and proposed Co-Director of HILT, we are keenly aware of the importance of assessment and program evaluation to allow our language programs to reflect on their mission, examine data to analyze patterns and work to improve. The AELRC provides unique support to such programs.

We look forward to our collaboration.

Sincerely,



Dr. Koen Van Gorp
Co-Director, HILT



Dr. Patricia Spinner
Co-Director, HILT



College of
Arts & Letters

Hub for Innovation
in LCTL Teaching
HILT

619 Red Cedar Road
B-135 Wells Hall
East Lansing, MI 48824

517-432-2286

Office of the Dean

Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057

June 18, 2018

Dear Dr. Malone:

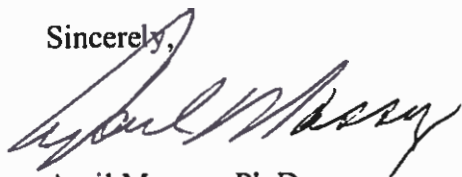
Language programs and their instructors receive considerable benefit from valid and reliable assessments designed to monitor their progress in U.S. K-12 and post-secondary programs. However, there are limited assessment and evaluation resources that boost U.S. K-12 and post-secondary language programs. Since it was established in 2014, Georgetown's Assessment and Evaluation Language Resource Center (AELRC) has conducted critical and high-leverage work to research best practices in assessment, develop high-leverage assessments, and support cutting-edge practices in program evaluation. Among the most well-known approaches for increasing language instructors' understanding of proficiency and assessing student progress according to the ACTFL Proficiency Guidelines is the ACTFL Oral Proficiency Interview (OPI) Workshop.

Although the workshop has been demonstrated to be impactful for language instructors, its cost can be a barrier. I am pleased to work with the AELRC to provide an ACTFL OPI workshop at the University of the District of Columbia for our language faculty. I understand that the AELRC will pay for the workshop and travel costs for the trainer. I believe this workshop will support our faculty in incorporating language proficiency principles into their courses. I also believe that subsequent research will not only help our language faculty reflect on how the workshop has supported their goals but will also help ACTFL and the AELRC reflect on how to improve the workshops for different audiences.

As a result, I am pleased to submit this letter of support for the AELRC at Georgetown University for the 2018-2022 cycle. UDC looks forward to the workshop and follow-up study.

I look forward to our continued collaboration.

Sincerely,



April Massey, Ph.D.
Dean



University of Connecticut
Department of Literatures, Cultures & Languages

College of
Liberal Arts and Sciences

German Studies

Manuela Wagner
Associate Professor of Foreign Language Education
Director, German Language and Culture Program
365 Fairfield Way
Storrs, CT 06269-1057
Telephone: (860)-486-3317
E-mail: manuela.wagner@uconn.edu

May 22, 2018

Dear Dr. Malone:

Foreign language programs benefit from strong assessments and solid approaches to program evaluation. Since the emergence of the Seal of Biliteracy, foreign language assessment has taken on a central role for graduating seniors as they move into foreign language courses in higher education. The state of Connecticut has adopted the Seal of Biliteracy, and its popularity indicates the critical need for language assessments.

However, because the Seal of Biliteracy represents a new effort, little is known about the actual influence and impact of the Seal at the K-12 and post-secondary levels. The AELRC has proposed not only helping to develop tests to meet the Seal of Biliteracy in additional languages but also investigating the impact of the Seal of Biliteracy on enrollments at both levels and on student and instructor perceptions of the Seal.

I am pleased to submit this letter of support to affirm my commitment to collaborating with the AELRC at Georgetown University for the 2018-2022 cycle on their research into the Seal of Biliteracy and its impact and influences on the K-12 and post-secondary levels. The AELRC's mission is to support foreign language (FL) education in the US by (a) providing assessment and evaluation training and materials, (b) developing and validating high-quality assessment and evaluation instruments and procedures, and (c) fostering and sustaining a scholarship of FL assessment and evaluation among K-16 language educators. The AELRC's activities facilitate useful assessment and evaluation practices to help FL educators innovate and improve their programs, ensure accountability to students and society, and articulate and express the value of FL studies in the world today. The proposed studies on the Seal of Biliteracy will help to identify ways to better articulate language study between secondary and post-secondary language study.

An Equal Opportunity Employer

337 Mansfield Road, Unit 1057
Storrs, Connecticut 06269-1057

Telephone: (860) 486-3313
Facsimile: (860) 486-4392
Web: www.languages.uconn.edu

As an academic working in language learning and education, I am pleased to support the AELRC's endeavors and to collaborate on research in foreign language in higher education perceptions and enrollment at the University of Connecticut. In my extensive research, I have used a number of assessment to document student progress. The AELRC, based on its first four successful years, is uniquely positioned to continue in its mission. I look forward to serving on the advisory committee with you and your partners.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Manu', with a long horizontal flourish extending to the right.

Manuela Wagner



TESOL & World Language Education Program

*Department of Language and Literacy Education
College of Education*

June 6, 2018

Dear Dr. Malone,

I am pleased to submit this letter of support to affirm my commitment to collaborating with the AELRC at Georgetown University for the 2018-2022 cycle on their research into the Seal of Biliteracy and its impact and influences on the K-12 and post-secondary levels.

Foreign language programs benefit from strong assessments and solid approaches to program evaluation. Since the emergence of the Seal of Biliteracy, foreign language assessment has taken on a central role for graduating seniors as they move into foreign language courses in higher education. Georgia is one of the states that has adopted the Seal of Biliteracy, and its popularity indicates a critical need for language assessments.

However, because the Seal of Biliteracy represents a new effort, little is known about the actual influence and impact of the Seal at the K-12 and post-secondary levels. The AELRC has proposed not only helping to develop tests to meet the Seal of Biliteracy in additional languages but also investigating the impact of the Seal of Biliteracy on enrollments at both levels and on student and instructor perceptions of the Seal.

The AELRC's mission is to support foreign language (FL) education in the US by (a) providing assessment and evaluation training and materials, (b) developing and validating high-quality assessment and evaluation instruments and procedures, and (c) fostering and sustaining a scholarship of FL assessment and evaluation among K-16 language educators. The AELRC's activities facilitate useful assessment and evaluation practices to help FL educators innovate and improve their programs, ensure accountability to students and society, and articulate and express the value of FL studies in the world today. The proposed studies on the Seal of Biliteracy will help to identify ways to better articulate language study between secondary and post-secondary language study.

As an academic working in language learning and education, I am pleased to support the AELRC's endeavors and to collaborate on research in foreign language in higher



UNIVERSITY OF
GEORGIA

education perceptions and enrollment at the University of Georgia. In my extensive research, I have used a number of assessment to document student progress. The AELRC, based on its first four successful years, is uniquely positioned to continue in its mission.

I look forward to serving on the advisory committee with you and your partners.

Sincerely,

Linda Harklau, Professor
TESOL & World Language Education Program
University of Georgia
President, American Association for Applied Linguistics



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

June 12, 2018

Department of Literatures, Cultures and Languages
Oak Hall East SSHB
365 Fairfield Way U1057
University of Connecticut
Storrs, CT 06269

My name is Mr. Patrick Wallace and I have the honor of currently serving as the Program Specialist for World Languages and Global Workforce Initiatives with the Georgia Department of Education. In May of 2016, HB 879 was signed into law establishing a Seal of Biliteracy for the state of Georgia. The rapid expansion of the Seal of Biliteracy movement from its beginnings in California in 2011 to the 33 states that now have these programs established underscores the popularity and demand for this recognition on the national level. Here in Georgia, this popularity and demand has also been reflected in the numbers of those students interested in the program. At the completion of the first year, 1,133 Seals of Biliteracy had been issued to graduating seniors in Georgia. This year, we are on pace to not only double the number of seals of Biliteracy awarded but the number of participating districts and the number of languages in which the seal is awarded as well.

Although Biliteracy Seal programs have grown rapidly over the past 8 years, the Seal of Biliteracy represents a relatively new national movement, there is still much to be learned about the actual influence and impact of the Seal at the K-12 and post-secondary levels. The AELRC has proposed not only helping to develop tests to meet the Seal of Biliteracy in additional languages but also investigating the impact of the Seal of Biliteracy on enrollments at both levels and on student and instructor perceptions of the Seal. As the Seal of Biliteracy movement continues to grow, more efforts will be merited in determining its efficacy and impact on K-12 world language education and the role that languages play in the fabric of our national society, economic endeavors and educational and governmental applications.

Therefore, we support the AELRC's stated goal of initiating studies on the Seal of Biliteracy like those mentioned previously which may help to identify ways to better articulate language study between secondary and post-secondary language study as well as further enhance, understand and measure the impact of the Seal of Biliteracy movement on the k-12 educational environment.

Respectfully submitted,

A handwritten signature in black ink that reads 'Patrick Wallace'.

Mr. Patrick Wallace
Program Specialist for World Languages and Global Workforce Initiatives
Georgia Department of Education.



Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057

June 13, 2018

Dear Dr. Malone:

Since it was established in 2014, Georgetown's Assessment and Evaluation Language Resource Center (AELRC) has conducted critical work to research best practices in assessment, develop high-leverage assessments and support cutting-edge practices in program evaluation. In recent years, the Seal of Biliteracy (SOBL), a recognition of a high school graduates' proficiency in two or more languages, has emerged as a major factor in world language learning and teaching. The SOBL is often attained when a student earns a specific score on one of the approved language tests.

State and local efforts to award the SOBL not only support language learning but also recognize students' heritage and non-classroom language learning. In this regard, the SOBL provides an opportunity for assessment and evaluation to play a role in increasing language learning in the US and identifying and recognizing the language resources that heritage speakers possess. In addition, SOBL results may provide data for students and future instructors in higher education in terms of appropriate placement in university language courses.

The AELRC is uniquely situated to investigate these impacts and explore articulation between high school and university language enrollment. Detailed attention to assessment practices related to the SOBL are important to ensure that the program is equitably implemented. Because the SOBL is so new, little attention has been paid to the influence of the SOBL for students as they enter higher education.

The National Council of State Supervisors for Languages (NCSSFL) is pleased to write this letter of support for the AELRC's proposal to investigate the impact of SOBL and explore the articulation between high school and university language enrollment during the 2018-22 research grant cycle. The focus of the proposed research initiative is closely aligned with NCSSFL's goals to promote and expand language opportunities for students.

NCSSFL is in a unique position to collaborate with AELRC to review national surveys and facilitate the identification of potential state, district and higher education partners for case studies related to the research proposal by disseminating information to its members. Furthermore, NCSSFL stands to benefit from this collaboration by having first hand access to the research outcomes to be provided annually to the NCSSFL Board and through the AELRC's commitment to collaborate with other SOBL researchers working with NCSSFL to maximize input and outreach



We look forward to working with AELRC in supporting this critical research initiative.

Sincerely,

Ofelia G. Wade

President, National Council of State Supervisors for Languages

Utah Spanish Dual Language Immersion Program Director

9150 S. 500 W.

Sandy, Utah 84070

[801-826-5127](tel:801-826-5127) (office)

[801-556-8720](tel:801-556-8720) (cell)



Margaret E. Malone, Ph.D.
Director, AELRC
1421 37th St NW
Washington, DC 20057

Glastonbury Board of Education

Rita A. Oleksak
Director of Foreign Languages/ELL
628 Hebron Ave.
PO Box 191
Glastonbury, CT 06033
Tel: (860) 652-7954 Fax: (860) 652-7979
oleksakr@glastonburyus.org
www.glastonburyforeignlanguage.org

June 15, 2018

Dear Dr. Malone:

Since its establishment in 2014, Georgetown's Assessment and Evaluation Language Resource Center (AELRC) has become the leader of the LRCs in conducting critical and high-leverage work to research best practices in assessment, develop high-leverage assessments and support cutting-edge practices in program evaluation. Recently, the Seal of Biliteracy (SOBL) that recognizes a high school graduates' proficiency in English and at least one other language, has emerged as a significant game-changer in foreign language learning and teaching. Frequently, students use one of the State-approved language tests to attain the Seal of Biliteracy.

State and local efforts to award the SOBL not only support foreign language learning but also recognize students' heritage and non-classroom language learning. In this regard, the SOBL provides an opportunity for assessment and evaluation to play a role in increasing foreign language learning in the US by identifying and recognizing the language resources that heritage speakers possess. In addition, SOBL results may provide data for students and future instructors in higher education in terms of appropriate placement in university language courses.

The AELRC is uniquely poised to investigate these impacts and explore articulation between high school and university language enrollment. Detailed attention to assessment practices related to the SOBL are important to ensure that the program is equitably implemented. Because the SOBL is so new, little attention has been paid to the influence of the SOBL for students as they enter high education.

Glastonbury Public Schools has a robust, articulated/sequential long-term language program and awarded many Seals of Biliteracy during the state's inaugural year. Glastonbury will collaborate with the AELRC in review of and recruitment for national surveys, participate as a case study to investigate enrollments, equity and articulation in higher education and review and facilitate outreach of project results. The AELRC will provide semi-annual updates to Glastonbury. We look forward to working with you and supporting this endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Rita A. Oleksak".

Rita A. Oleksak
Director of Foreign Languages/ELL

PR/Award # P229A180017

APPENDIX D. PERFORMANCE MEASURE FORM

The work of the proposed Assessment and Evaluation Language Resource Center will focus on five project goals over the four-year funding cycle. This appendix lists the five goals and the related performance measures and data indicators for each.

Abbreviations used:

AAPPL: ACTFL Assessment of Performance toward Proficiency in Languages
ECOLT: East Coast Organization of Language Testers
FLAD: Foreign Language Assessment Directory
FLDSS: Foreign Language Data Sharing System
IPIC: Intercultural Pragmatic Interactional Competence Assessment
LCTL: Less commonly taught language(s)
MSI: Minority-serving institution
OPI: Oral Proficiency Interview
PD: Professional development
SLOA: Student Learning Outcomes Assessment
SOBL: Seal of Biliteracy
SOPI: Simulated Oral Proficiency Interview

Project Goal 1. Enhance national capacity in language and intercultural communication assessment by developing assessment tools and providing professional development in their use for foreign language educators representing multiple languages (especially LCTLs) and traditionally underrepresented language program settings.

Performance Measure 1.1. Research, develop and field test three C-tests with at least 60 student participants and at least 20 users per language to develop and provide at least five C-test-related presentations and publications.

Activities and Data Indicators, Performance Measure 1.1

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
Develop/revise short-cut proficiency assessments (C-tests) in Mandarin, Turkish, Russian	Number of C-tests developed	Years 1, 3 and 4	AELRC records	0	1	0	1	1
	Number of participants in field test and pilot studies	Annual	AELRC records	0	30	20	20	20
Conduct presentations/ publish on C-tests, including a meta-analysis	Number of presentations at professional conferences	Annual	AELRC records	0	2	2	2	2
	Published journal articles on C-tests	Annual	AELRC records	0	0	1	1	1
Develop and implement system for C-test dissemination	Number of C-tests disseminated	Annual after Year 1	AELRC records	0	0	5	7	8
	Number of times AELRC C-tests mentioned in professional publications	Annual, after Year 1	Examination of online journals	0	0	1	2	3

Performance Measure 1.2. In collaboration with CASLS, develop two measures of intercultural communication (IPICs) that are piloted, reviewed and field tested, with accompanying training materials; provide professional development on the use of IPICs for over 200 language instructors and disseminate research and information.

Activities and Data Indicators, Performance Measure 1.2

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
Field test and release Spanish IPIC; develop,	Number of IPICS developed	Beginning Year 3	AELRC records	0	0	0	1	1

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
pilot and field test Chinese IPIC	Number of expert reviews of each IPIC	Biannual	CASLS/AELRC records	0	5	0	5	0
	Number of participants in field test and pilot studies	Annual	AELRC records	0	20	40	20	40
Develop high quality materials and conduct face-to-face and virtual professional development on the IPIC	Number of expert reviews of training materials	Years 2 (Spanish) and 4 (Mandarin)	AELRC/CASLS records	0	0	10	0	10
	Number of participants in professional development	Years 2 and 4	AELRC/CASLS records	0	0	20	0	20
	Number of raters trained	Years 2 and 4	AELRC/CASLS records	0	0	5	0	10
Disseminate research and information about the IPIC	Number of hits on AELRC and CASLS websites on IPIC page	Annual	AELRC/ACTFL records	0	200	300	500	600
	Number of publications in peer-refereed journals	Annual	AELRC/CASLS records	0	1	1	0	1

Performance Measure 1.3. Develop four new AAPPLs subjected to expert review and field tested with at least 100 students of heritage LCTLs, and disseminate relevant information.

Activities and Data Indicators, Performance Measure 1.3

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
Support development of AAPPL in one new	Number of reviewers of each AAPPL	Annual	ACTFL records	0	4	4	4	4

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
language each year by providing honoraria for target language and bias and sensitivity review	Number of students who take the AAPPL in low-volume languages	Annual	ACTFL records	0	20	40	50	60
Disseminate information about AAPPL development	Number of hits on AAPPL website	Annual	ACTFL records	0	500	600	700	800
	Number of conference presentations on the AAPPL	Annual	AELRC records	0	3	4	3	2

Project Goal 2. Increase language educators’ ability to conduct useful, accurate language assessment, with a focus on less commonly taught languages and teachers working in traditionally underrepresented language program settings such as community colleges, minority-serving institutions, and K-12 heritage language programs.

Performance Measure 2.1. Increase the Student Learning Outcomes Assessment knowledge and skills of at least 500 foreign language educators in higher education and K-12 programs through 10 face-to-face, high quality training events; increase training participation by language teachers from traditionally underrepresented programs, including heritage language programs, LCTL programs, and programs in community colleges and minority-serving institutions.

Activities and Data Indicators, Performance Measure 2.1

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
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Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
Conduct annual 4-day OPI workshop for language teachers, with focus on teachers from community college, MSI, LCTL, and heritage language programs	Number of participants	Annual	AELRC/ ACTFL records	0	10	10	10	10
	Average participant evaluation on four-point scale	Annual	ACTFL survey results	0	3.5	3.5	3.5	3.5
	Number of factors identified (annually) and implemented (after Yr 1) to improve workshops	Annual	Survey results, interviews and reviews by experts	0	3	3	4	3
	Number of participants from traditionally underrepresented groups	Annual	AELRC/ ACTFL records	0	5	5	5	5
Hold summer institutes on basic and advanced SLOA topics based on expert best practices	Number of participants	Biannual	AELRC records	0	20	0	20	0
	Average participant evaluation on four-point scale	Annual	ACTFL survey results	0	3.5	0	3.5	0
	Number of participants from traditionally underrepresented groups	Annual	AELRC records	0	10	0	12	0
Hold ECOLT conference to present cutting edge data on language assessment, introduce language instructors to best practices by experts and feature AELRC work	Number of ECOLT participants (smaller number than usual expected in Year 1, in Princeton, NJ)	Annual	AELRC records	0	60	125	130	140
	Average participant evaluation on four-point scale	Annual	AELRC records, Survey Monkey	0	3.5	3.5	3.5	3.5
	Number of participants from traditionally underrepresented groups		AELRC records, Survey Monkey, reviews	0	10	20	22	25

Performance Measure 2.2. Provide virtual assessment training and information to at least 1,000 foreign language educators representing multiple languages (especially LCTLs) and traditionally underrepresented language program settings; develop a new set of materials and host four online training workshops for at least 100 teachers of heritage learners; update Foreign Language Assessment Directory.

Activities and Data Indicators, Performance Measure 2.2

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
Develop tools for heritage language and post-secondary educators to identify and select appropriate assessment tools	Number of online tutorial content modules with information about heritage and postsecondary contexts	Once		0	0	3	3	0
	Number of unique hits on postsecondary focused content	Annual	CAL analytics	0	0	50	50	100
	Number of unique hits on heritage learner focused content	Year 3 and beyond	CAL analytics	0	0	0	50	100
Deliver annual online course "Assessment: The Basics" online for K-12 and post-secondary language educators	Number of participants	Annual	AELRC registration materials	40	40	40	40	40
	Average participant evaluation on four-point scale	Annual	AELRC Survey Monkey	3.4	3.5	3.5	3.5	3.5
	Number of participants from underrepresented groups	Annual	AELRC Survey Monkey, participant self-identification	0	5	10	15	15
Revise and continue to host Foreign Language	Number of updated entries in FLAD (current N=180)	Biannual	CAL analytics	0	50	50	50	50

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
Assessment Directory	Number of “unique hits” on FLAD	Annual	CAL analytics	1,020	1,050	1,200	1,300	1,300

Project Goal 3: Improve the quality of professional development for language educators in LCTLs and in underrepresented program settings by conducting and disseminating research on the impact of assessment and assessment professional development on teaching and learning in these settings.

Performance Measure 3.1. Conduct research on national and local assessment and professional development efforts with at least 80 participants; disseminate and implement the results of the research.

Activities and Data Indicators, Performance Measure 3.1

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
Contribute to FLDSS directory by anonymizing and transcribing SOPs in LCTLs (Russian, Japanese)	Number of SOPs anonymized	Twice	AELRC/ FLDSS	25	0	0	25	25
	Number of SOPs transcribed			50	0	0	25	25
Conduct a research study to investigate national and local efforts to promote the SOBL, its impact on enrollment and articulation and its inclusion of	Number of expert reviews of survey	Year One	AELRC records	0	10	0	0	0
	Number of districts, States and IHEs involved in study	Annually	AELRC records	0	5	10	20	25

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
underrepresented groups	Number of conference presentations	Annually	AELRC records	0	1	2	2	2
	Number of publications	Annually	AELRC records	0	0	0	1	1
Conduct a study on the impact of OPI PD with community colleges, MSIs, LCTL and heritage programs to improve such PD for these populations	Number of participants	Annual	AELRC records	0	8	8	8	8
	Number conference presentations	Annual	AELRC records	0	1	2	2	2
	Number of publications (1 journal, one research brief, one Research into practice brief)	Annual	AELRC records	0	1	0	1	1

Project Goal 4: Enhance national capacity in language program evaluation by conducting research and providing training to foreign language educators representing multiple languages, including LCTLs, and language program settings (community colleges, K-12, and heritage programs).

Performance Measure 4.1 Define and articulate the program evaluation needs of K-12 language programs through a research survey of over 1,000 programs and dissemination of survey results.

Activities and Data Indicators, Performance Measure 4.1

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
Conduct a study on the national needs of K-12 programs to improve program evaluation	Number of focus groups conducted	Year 2	AELRC records	0	0	5	0	0
	Number of participants in survey	Years 2 (pilot) and 3 (actual)	AELRC records	0	0	20	1,000	0
Disseminate information about national needs for K-12 program evaluation	Number of hits on website	Years 3 and 4	AELRC records	0	0	0	200	500
	Number of conference presentations	Years 3 and 4	AELRC records	0	0	0	2	2

Performance Measure 4.2. Through face-to-face and virtual instruction, increase the knowledge and skills of at least 60 foreign language educators in useful language program evaluation, focusing on K-12, LCTL, community college, MSI and higher education programs.

Activities and Data Indicators, Performance Measure 4.2

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
Conduct biannual workshop on evaluation approaches and methods in K-12, LCTL, and higher education programs	Number of participants	Biannual	AELRC records	0	0	20	0	20
	Average participant evaluation on four-point scale	Biannual	AELRC Survey Monkey	0	0	3.5	0	3.5
	Number of participants from underrepresented populations	Biannual	AELRC records	0	0	5	0	8
Conduct Summer Institute on program	Number of participants	Year 3	CARLA Records	0	0	0	15	0

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
evaluation (with CARLA)	Average participant evaluation on four-point scale	Year 3	CARLA Records	0	0	0	3.5	0
	Number of participants from underrepresented populations	Year 3	CARLA Records	0	0	0	5	0
Develop evaluation self-training education materials focusing on underrepresented languages (LCTLs) and underserved programs	Number of users of self-evaluation materials	Years 3 and 4	AELRC records	0	0	0	15	20
	Number of expert reviews of self-evaluation materials	Bi annual	AELRC Survey Monkey	0	0	5	2	0
	Number of participants from underrepresented populations	Bi annual	AELRC records	0	0	0	5	8

Project Goal 5. Enhance the capacity of all foreign language educators to conduct useful student learning outcomes assessment by disseminating research findings, examples of practice, and training materials.

Performance Measure 5.1. Make SLOA research and training products available to at least 500 members of the foreign language educational community through continuous updating of AELRC’s website and social media.

Activities and Data Indicators, Performance Measure 5.1

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
Provide regular updates of research findings via the website	Tweets published	Annually	AELRC records	0	15	15	15	15

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
	New Facebook likes	Annually	AELRC records	0	50	60	75	100
	Number of unique hits on website	Annually	AELRC records	0	100	200	300	350
Develop and disseminate research briefs	Number research briefs developed	Annual	AELRC records	0	2	2	2	2
	1bii. Number unique hits on research briefs	Annual	AELRC records	0	15	30	45	60

Performance Measure 5.2. Disseminate test development projects and findings, examples of practice, training materials, and models of evaluation protocols to at least 500 users.

Activities and Data Indicators, Performance Measure 5.2

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
Use digital communication and social media to proactively circulate and promote research, training and events	Tweets published	Annually	AELRC records	0	18	18	20	20
	New Facebook likes	Annually	AELRC records	0	36	36	40	40

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
	Number of unique hits on website for test development projects	Annually	AELRC records	0	45	60	75	80
Develop research and Research into Practice briefs on evaluation for technical and non-technical audiences	Number of briefs developed	Annual	AELRC records	0	1	2	1	2
	Number of unique hits on research briefs / Research into Practice briefs	Annual	AELRC records	0	15	30	45	60

Performance Measure 5.3. Build scholarship on foreign language evaluation by disseminating evaluation research findings, examples of evaluation practice, training materials, and models of evaluation protocols.

Activities and Data Indicators, Performance Measure 5.3

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
Use digital communication and social media to proactively circulate and promote research, training and events on evaluation	Tweets published	Annually	AELRC records	0	10	10	12	12
	New Facebook likes	Annually	AELRC records	0	20	20	25	25
	Number of unique hits on website for evaluation projects	Annually	AELRC records	0	45	60	75	80

Activities	Data Indicators	Frequency	Data Source	Base-line	Target Y1	Target Y2	Target Y3	Target Y4
Develop research and research into practice briefs on evaluation for technical and non-technical audiences	Number research briefs / Research into Practice briefs developed	Annual	AELRC records	0	1	2	1	2
	Number of unique hits on research briefs / Research into Practice briefs	Annual	AELRC records	0	15	30	45	60

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Proposal for the Assessment and Evaluation Language Resource Center
Margaret Malone, PI

1. Personnel

Senior Personnel Salaries: Dr. Margaret Malone, PI, will charge ½ of her 40% salary to this project in each of the four years (\$36,000 per year). She will oversee all research activities, including supervision of work at ACTFL and a graduate research assistant from the Linguistics department at Georgetown.

Nicholas Subtirelu, co-PI, will charge a half-month of summer salary to the LRC grant (\$9,000 per year). He will lead the Seal of Biliteracy (SOBL) efforts. In concert with Dr. Malone and Georgetown graduate research assistants, he will conduct research on the SOBL's impact nationally and locally. Dr. Subtirelu will also work with Dr. Camelot Marshall of ACTFL to identify languages and support development for additional ACTFL AAPPL tests to meet the SOBL (one per year).

AELRC's Program Manager, Yulkiana Delgado Gonzalez, will charge 4.2 months per year to the project (\$24,000 in year one, escalated by 3% in subsequent years). She will oversee day-to-day financial dimensions of AELRC, ensure coordination among the different projects, maintain the AELRC website, and oversee data collection for review by the external evaluator and for IRIS reporting.

Other Personnel: Dr. Leah Graham (CAL) will manage the ACTFL team, which will include Dr. Ann Aly, for the Oral Proficiency Interview workshops, and Dr. Camelot Marshall for AAPPL development.

A Graduate Research Affiliate (\$9,720 in year one) and a Graduate Student Intern (\$9,180 in year 1) will update the website, provide regular social media updates and support Georgetown and CAL's research activities, including coding data, collecting data and supporting all projects during the academic year. The part-time Graduate Student Summer Research Assistant is funded for 10 weeks in each of the four years (\$6,480 in year one), and will update the website, provide regular social media updates and support Georgetown and CAL's research activities, including coding data, collecting data and supporting all projects].

Most personnel salaries include a 3% cost-of-living adjustment.

2. Fringe Benefits

Other Personnel: In accordance with the federal agreement dated May 26, 2017, the fringe benefit rate for full-time employees at Georgetown university is 27.3%. No fringe is charged to the graduate student salaries. In year one, the fringe total for Malone, Subtirelu, and Delgado-Gonzalez's salary is \$18,837.

3. Travel

Domestic Travel: During each of the projects four years, travel is included for Dr. Subtirelu to travel to the annual LRC Directors' meeting at the ACTFL Conference. Dr. Malone's travel is covered by ACTFL.

Travel for plenary speakers for both ECOLT and CUALHE, AELRC's signature conferences, are included at \$700 for each per year.

Travel costs for the Advisory Board for two face-to-face meetings are also included. The total travel request in year one is \$8,908.

4. Equipment

No equipment will be purchased.

5. Supplies and Materials

\$1,000 per year is budgeted for printing for ECOLT and CUALHE, plus \$300/year in materials for conferences such as poster board and tape for poster sessions, and other such materials.

6. Contractual

AELRC will contract with Dr. John Norris to serve as the external evaluator. He will receive a \$1,000 honorarium annually. The other four advisory Board members will receive a modest honorarium of \$250 annually (\$1,000 total per year) for their participation in the Advisory Board meetings and reviews of projects.

7. Construction

There are no construction costs associated with this project.

8. Other

The project has budgeted \$25/participant for 18 participants in focus groups and interviews in each of the four years (\$450/year). This honorarium will help to encourage participation among representative groups from the pool. We will use Amazon or another relevant gift card to make tracking easy

The LRCs host booths at the annual ACTFL Convention, where they hold their annual meeting. Booth costs are approximately \$1,500, based on prior costs.

The subaward to the American Council on the Teaching of Foreign Languages (ACTFL), \$15,611 in year one, will include costs for an annual OPI workshop, expert reviewers for both language and culture and bias and sensitivity for AAPPL development and 5% of the workshop and certification manager's time to update the OPIs. The four-year subaward to ACTFL is \$61,953.

The subaward to the Center for Applied Linguistics (CAL) subaward (\$36,683 in year one) is for the development and updating of the Foreign Language Assessment Directory, support ECOLT and manage the annual online course, Assessment: The Basics. CAL's four-year subaward is \$147,353.

10. Indirect Costs

At the request of the Department of Education's funding announcement, the IDC charged to this grant is 8% annually.

Total Costs: \$193,072 (Year 1 Only); \$193,151 (Year 2); \$193,818 (Year 3); \$190,023 (Year 4); \$770,064 (Years 1–4 Total)